STATE ADVISORY COUNCIL ON

INDIAN EDUCATION

REMAINING AND BECOMING

2003 REPORT TO THE STATE BOARD OF EDUCATION

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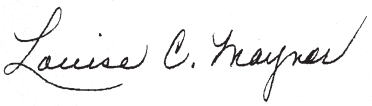
Foreword

Established in 1988 to identify issues and concerns that affect academic achievement of American Indian students, the State Advisory Council on Indian Education submits a yearly report to the State Board of Education focused primarily on the topics of academic achievement and retention of American Indian students. The work of the Council over the last fifteen years has established a foundation that has united our members in a common cause—improved academic performance of American Indian students. Working closely with the State Board of Education, the Department of Public Instruction and several other agencies and partners, results of efforts undertaken by the Council have generated many positive outcomes. The fact that state policymakers, public school administrators and teachers in local tribal communities are now more aware and informed of historical facts and current demographics about North Carolina's indigenous people and the state's eight recognized tribes is truly a positive step in the right direction.

This year's 2003 Report focuses on the complex issues involved in the dropout problem of American Indian youth. We interviewed five students, with ages that range from sixteen to twenty years old, who decided to leave North Carolina high schools. These respondents represent three tribes in four communities, and their perspectives reveal the predictable reasons that young people of all races choose to drop out of school. However, one difference surfaces in these interviews. The overall achievement of American Indian students is complicated by their diverse cultural context. These students expressed some tension in maintaining their identity as American Indians and succeeding in achieving the goals of the mainstream culture. *Remaining and Becoming*—learning to live in two worlds—may be the unexpressed challenge for many of our young people.

American Indians have not had uniform success in school and, although this report shows signs of improvement with the dropout problem, American Indians have the highest dropout rates than any other ethnic group in our state. Should we attribute the dropout rate to socioeconomic factors alone? Or are American Indian children somehow handicapped in school by the very heritage that they value? If so, what should we do to help them to remain comfortable with their own cultural identity and to become contributing members of a technologically complex, mainstream society? *Remaining and Becoming* are dual burdens that our children bear. Understanding this duality and developing strategies to deal with it are the responsibilities faced by parents, teachers and other school personnel.

This year we have taken a step toward validating the identity of American Indian school children. The State Board and the Advisory Council have confronted the issue of school mascots—the use of demeaning imagery to depict American Indians. We have resolved to encourage the elimination of American Indian mascots, logos, symbols and other derogatory imagery. School systems throughout the state have been directed to report to the State Board their plans as it relates to these insensitive portrayals of American Indians in their schools. It is our responsibility and our goal to provide a safe, caring and sensitive school environment for all children and to promote learning as fully as is possible. We hereby present the most current statistical profile of American Indian students in our North Carolina public schools, and we make recommendations that we believe will advance their academic achievement, if implemented.



Louise C. Maynor, Chair
State Advisory Council on Indian Education

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*For a full discussion of this concept of cultural duality, see Alan Peshkin's *Places of Memory: Whiteman's Schools and Native American Communities*. Lawrence Erlbaum Associates, Inc., 1997. Peshkin "thinks of Indian, Hispano, Mexican and Anglo studies as explorations of the interactions between cultural *remaining*, as reflected in the students' tradition of home and community and cultural *becoming*, as encouraged by the students' experiences in schools that historically have been established as agents of Anglo-American society." Howard L. Harrod uses the concepts of *remaining* and *becoming* in his book, Becoming and Remaining a People: Native American Religions on the Northern Plains, 1995.

EXECUTIVE SUMMARY

State Advisory Council on Indian Education Annual Report

Remaining and Becoming

State Advisory Council on Indian Education
Indian Education Report

Executive Summary

Background

In 1988, the State Board of Education adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for deliberating on and advocating for Indian students in North Carolina.

While the Council has no governance responsibilities, it serves as a mechanism for advising the SBE on issues pertaining to the education of Indian students in grades K-12. More specifically, House Bill 2560 charges the Council with the following duties:

- to advise the State Board of Education on effective educational practices for Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among Indian students;
- to advise the State Board of Education and the Department of Public Instruction on ways to improve coordination and communication for the benefit of Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of Indian education when requested by the State Board, educators, parents, students, business leaders, and other constituents.

Council Membership

The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals. A chairperson is elected to: 1) coordinate the annual meeting schedule, 2) ensure that annual goals are achieved, and 3) communicate with Indian communities on critical issues affecting Indian students in North Carolina public schools. The Council represents the following constituent groups:

• NC Legislature	one member appointed by the Senate President and another by the House Speaker
• UNC Board of Governors	two members representing institutions of higher education
• Local School Districts	ten Indian parents of students in grades K-12
• NC Commission of Indian Affairs	one representative from the Commission

State Advisory Council on Indian Education

Strategic Pathway for Strengthening Indian Education in North Carolina

Mission Statement: The State Advisory Council on Indian Education will create a system that will involve parents and the community to provide educational and cultural opportunities with high levels of expectations of accountability in areas of American Indian student achievement.

Strategic Priority: High Student Performance

Strategic Goals

Goal 1: American Indian students will have access to native language and dialect opportunities.

Goal 2: American Indian students will have access to early childhood readiness opportunities that provide social, physical, spiritual, emotional, mental and cultural foundations for school.

Goal 3: American Indian students will master essential knowledge and skills (reading, math and writing) which are necessary for an educated citizenry.

Goal 4: American Indian students will graduate from high school and pursue post secondary education.

Strategic Priority: Safe, Orderly, and Caring Schools

Strategic Goals

Goal 1: American Indian students will attend schools that provide a healthy learning environment free of alcohol and other drugs.

Goal 2: American Indian students will attend safe school facilities in an environment conducive to high student performance.

Goal 3: American Indian students will learn in environments that reflect mutual respect of students, school personnel, administrators, parents and elders.

Strategic Priority: Quality Teachers, Administrators, and Staff

Strategic Goals

Goal 1: American Indian students will benefit from quality professionals and standards regarding effective culturally sensitive instruction, tribal cultural knowledge, and academic content knowledge.

Goal 2: American Indian students will benefit from quality instruction conducive to diverse learning styles of American Indian students.

Goal 3: American Indian students will benefit from a system designed to better recruit, retain, and compensate effective American Indian teachers, administrators, and staff.

Strategic Priority: Strong Family, Community, and Business Support

Strategic Goals

Goal 1: American Indian students, parents, and tribal communities will be informed on issues impacting students and families.

Goal 2: American Indian students will benefit from a quality comprehensive and aligned system of support for the academic success and general well-being of American Indian children that promotes:

- Meaningful parental and tribal involvement in schools.
- Interagency collaboration on health, social services, alcohol and other drug services.
- Tribal, state and local partnerships.

Strategic Priority: Technology for Learning and Communication

Strategic Goals

Goal 1: American Indian students will have access to computer technology and programs for computer literacy leading to career opportunities.

Goal 2: American Indian students will benefit from a system designed for sharing information through technology to parents, the community and tribal organizations.

NC Department of Public Instruction
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11-15-00

Recommendations to the State Board of Education

"Schools that fail to acknowledge diversity …hurt all children by creating a lack of understanding in the population at large" Ron Houston, Pima

With the adoption of the new K-8 history and social studies standard course of study and American Indian Studies elective, there is an increased demand and need for textbooks and instructional resources that ensure fair, accurate and balanced depictions of American Indians. Much too often American Indian children are placed in the position of refuting negative and false stereotypes perpetuated by biased and inaccurate depictions of themselves and their American Indian community. The overall success of American Indian students is complicated by their diverse cultural context and their struggle to maintain their identity in a mainstream culture. Therefore, the Council recommends:

- *implementation of the American Indian Studies elective as an offering in high schools, particularly in those districts serving a significant number of American Indian students.*
- *adoption of textbooks and other library and learning resources adopted by the State Board of Education and the North Carolina Textbook Commission to provide contemporary and historical information that reflects accuracy and a basic understanding of the history, culture, tribal sovereignty and government structures of the American Indian tribes in North Carolina.*
- *involvement of state-level boards, committees or commissions and divisions within the Department of Public Instruction in reviewing and/or developing education policy, standards, curriculum or textbooks and including representation that will provide the perspective of American Indians.*
- *continuation of efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos and all demeaning imagery; and educate public school personnel of the educational, curricular, and psychological effects of using American Indian sport mascots and logos.*
- *strengthening local, state and federal partnerships for American Indian education.*

With the increasing reality that the teacher workforce is becoming less ethnic in background, it is critical for the state to ensure that school personnel working with American Indian students are provided opportunities to increase their knowledge and training about the culture, history and unique needs of American Indian students and their families and communities, as well as to continue efforts to increase the presence of American Indian professionals as role models in the public school classrooms. Therefore, the Council recommends:

- *adequate resources for a variety of professional development opportunities at both the state and local school district levels that include training for teachers to educate themselves about American Indian culture and better understand the students they are teaching.*
- *opportunities for professional development that provide teachers with methods of integrating lessons of American Indian history into the existing subject areas, such as literature, science and health as well as social studies and history.*
- *continued efforts that require teacher education programs to adhere to the standards related to diverse populations and perspectives proposed by the North Carolina Professional Teaching Standards Commission, with specific attention on the state's American Indian population, which is small in number (in essence, a minority group within the minority population).*

- *collaboration between the Center for Teacher Retention and Recruitment and teacher education programs in the state with efforts to increase the number of American Indians entering the teaching profession. These efforts should include seeking Title VII Discretionary Grants that support training for qualified American Indian individuals.*

It goes without saying that the dropout rate among high school students is a national tragedy, particularly for American Indian students. In North Carolina, the numbers of American Indian students who drop out of school continue to be an issue of concern with both male and females dominating in terms of the percent of dropouts for each ethnic and gender group served in the state's public schools. Therefore, the Council recommends:

- *a review of state and local policies and procedures related to graduation requirements, school structure, attendance, schedules, suspension and expulsion and other related factors that are often seen as barriers to students who choose to drop out of school.*
- *high school restructuring that focuses efforts and produces programs that provide flexibility and are holistic and culturally responsive in meeting the needs of American Indian students.*

PART I

American Indian Youth: What's Becoming of Us?

Remaining and Becoming

"Your solitude is your future reaching out to be borne."
Berl Grey Owl, *Ancient Echoes…*(1983)

A Story of Students Left Behind: Their Perspective

I'm a 20-something year old who dropped out of school when I was almost 19. I wish I hadn't, but I did. And I'd tell any person anywhere anytime not to do it. You know, it's funny but, if I think about it a certain way, it's seems almost normal. I mean out of my closest friends, four of them dropped out. And they all had their reasons. Like one of them, Nakeshia, well, she just got too tired. I mean she had a baby and all in middle school and still went to high school for a while before she just gave out. I think she was 17 when she finally just decided she couldn't take it any more. And she liked school and loved her teachers. She even liked the guidance counselor. I mean she just thought school was about as good as it could get. It was just all too much with the baby and everything. I remember her mama telling her, "The best thing for you to do is graduate and make it right for your little boy. And when he grows up, he won't want to drop out like you." She wanted so much to do it but just couldn't.

And then there was Kayla. She was between Nakeshia and me when she dropped out. She was 18 and just decided one day that she wanted to get married. And she was even going to stay in school but some family told her she needed to focus on her man and, well, she did. She surprised me too, 'cause she was like Nakeshia—I mean they both loved school. The teachers, and counselor, and everything, you know. She and Nakeshia were tight too, so it kind of makes you wonder. I mean, what if one of them had stayed? And on top of that, they both had family that left school—you know parents and brothers. I think Kayla's parents and brother did. So I remember her saying, "What can they say to me?" And then Nakeshia's brother and sister did. You know I think all of us had family who had dropped out, and maybe that made a difference for some of us. But I know it didn't affect me. No way. I'm my own person and do my own thing my own way. Like I went by myself and got my GED. I mean nobody told me to do it, just like nobody told me to quit. And only Mama tried to make me go back, but I make up my own mind.

Speaking of Nakeshia and Kayla, I found out not too long ago that both of them are going back to get their GEDs too. They started the program before at home and all, but enough people didn't show so they cancelled classes. So now they have to drive to them, and it's not that close either. But they're going to do it together, so they think they can handle it. They've got some pressure on them now to do too. You see there was this woman who sort of took them under her wing so to speak. Ms. Sue I think her name was. And she helped them get some jobs in daycare and then has stayed on them to finish their GEDs. I mean they're going to lose their jobs if they don't. I guess that just goes to show you that you can't do much of anything without a high school diploma. It's just too bad none of us figured that out any earlier.

I had a couple of guys friends that dropped out too. First there was Donnell. He was 17 I think when he left high school. I think his older brother and several of his cousins dropped out too. And high school just didn't seem to be a fit for him either, you know? Especially his school after the state took it over. I mean I remember Donnell telling me that he thought all the rules were ridiculous because they were in all the wrong places. Like the uniform thing—he didn't like that at all. I never quite got why that bothered him so much, but it just did. It was like the school put all this energy into making sure everybody dressed alike, and then they let them play around in class and just cut up like idiots or weren't even strict about going to class at all. I remember him wondering what was up with that. And I remember Kayla saying something similar about taking our licenses. She thought that made more people drop out. But then Nakeshia thought it was a good thing. It's like nobody can agree on this stuff.

Well, back to Donnell, it was like he just didn't have a connection with anybody. I mean he couldn't even pick the guidance counselor out of line up. And I know he kind of felt like I did—classes were boring a lot of the time and a lot of our teachers just didn't seem to care all that much whether we learned anything or not. And they sure didn't try to make things fun. And if the teachers were any good at all, they left. And you know, even though Donnell and I didn't like high school and it looked like we probably couldn't care less, we thought education was important and we wanted to learn. We just didn't feel like we were being taught. So we left. But you know something, if everybody was real about it, and life's just too short to be anything but, they'd tell you that school left us long before we ever left it.

So anyway, Donnell went and did what I did—he got his GED. And he's looking for a job as we speak. But like I said before, it's so hard without that diploma. I mean a GED's okay and all, but let's just say we wasted a lot of time before we got serious about finishing something out. And you know, when I look back, it makes me sick because I was so close. I mean before I dropped out. I had (or thought I had) a year left. I mean I was taking 12th grade classes and then they went and changed the rules on me. I mean the credit system switched over and they told me I'd need a full year and a semester to graduate, and I just said "To heck with it." I mean I really just got caught in the middle of (in the counselor's words) "a policy change." And a lot of other people got caught too. And guess what—they all dropped out like I did.

And then there was one other guy from high school that I just can't forget—Christopher. He had it tough. I mean a lot folks didn't have it easy. I think only one of the friends I've mentioned lived with both parents and that's just not even normal anymore. But Christopher's deal was worse. The last time I spoke to him, he was living with his grandma, but before that he was all over the place. He was living with one family member one week and another the next week and then another the next week. And they weren't even always close family. He dropped out earlier than the rest of us too. He left straight off when he turned 16. To Christopher's credit, he didn't stay out that long though. This man that worked for the schools, I think Christopher called him Mr. Obeda, stayed on him and somehow convinced him to come back. I mean this guy even worked to get a good schedule and stuff and just really wanted him to be in school. I remember when I left. I got one call and that was it. I mean I know it was my fault that I left, but I've thought about it since I got a little older. And sometimes I think that if I had gotten more than one call—maybe just one more—I might have gone back too. I mean this man seemed to really care about him, you know? And when I left it was like okay, well, that's one "needle out of the stack."

So anyway, Christopher did go back and gave it his all—which was tough 'cause he'd moved around so much that it had really messed him up. I mean there was a lot he didn't learn just from playing musical schools. Like reading, he really struggled with that. And I remember him saying some things like Donnell and I did. You know that school was boring, and teachers didn't care, and things were either too easy or too hard. Stuff like that. And you know what's weird, they loved school when they were in the elementary grades, Christopher and Donnell. I mean they really did love it. Shoot, Donnell even liked middle school. It just seemed to all fall apart when they hit high school. Me, well, I always had my issues with school 'cause I just sort of liked rebellion. But I do really hope Christopher found a way to stick with it and graduate. I've kind of lost touch. I mean I guess he could be in Florida. He used to talk about that all the time. I don't exactly know why. He was just in love with Florida. Didn't care what part either, as long as it was Florida. It was like a dream of his or something. Girls, sun, and fun I guess. I could relate to wanting to go someplace else. I had always dreamed of seeing the world.

You know, when I sit and think about it, I start to wonder. I really do start to wonder. I mean all the folks I've talked about (myself included) are American Indian. And we're all dropouts. So is this a native thing or what? I mean I ain't going to lie and say Native Americans are perfect. I mean, I can think of some Whites and some Blacks and some Hispanics that dropped out too. It just seems to happen a whole, whole lot with us. Speaking of "us," everybody who doesn't know me thinks I'm Hispanic. I mean they come up to me and start right off with "Hola. Que tal?" 'cause you know a lot of folks don't know there are any natives still around. But that don't bother me. I mean I wish more people knew and if I get the chance I tell them, but it's not their fault they're ignorant. I mean people learn what they're taught. And if they're not taught what they don't know them most of them ain't never going to learn it. You know what I'm saying?

I was thinking about this the other day when this man at work was all interested in me and wanted to know what race I was. And he of course, like everybody else, thought I must be Hispanic. But you know something, I thought that was alright. I mean I don't speak much Spanish but not because I don't want to. I want to learn everything I can learn about everything there is. I want to know everything anybody will teach me about the Hispanic culture, the African American culture, the White culture, and any other ones that anybody wants to talk to me about. And you know something, it really bothers me when people don't want to know about me. I mean ignorance is one thing. But when you have the chance to learn something, well, then there's no excuse. I mean I think we should have had classes in high school like we had in middle school, you know, about all different cultures. I mean we even learned about like Japanese and German. So I mean why couldn't we have done that in high school?

I was thinking about this thing because this lady was asking me about my high school experience and all. You know what was missing, what it didn't do for me, that sort of thing. She asked me all sorts of stuff. Like about changing the law so that kids couldn't drop out at 16. And I just told her like it was. I mean, I dropped out late so that wouldn't have mattered to me I don't think. And a lot of my friends did the same. But I still told the lady that I thought it was a good idea. And I think most of the people I'm tight with my own age would too, just because of the message it sends. You know, that education is where it's at and that you can't get anywhere without that diploma. And you can't always see that at 16. You can't always see it at 18 either, but at least you got more time to figure it out and you got people telling you that you can't do nothing else before your 18th birthday. And I also told this lady that I thought it was a bad idea. I mean some stubborn kids are just going to say 'I don't care. I'll stay right here until I'm 18 and then drop out.' And they'll just keep sitting around and not learning. And that's not good either.

I have to tell you something though. If that law is the only thing people change, it ain't going to help keep kids in school. I mean even though it's a good thing, it's not enough unless you do something else with it. It's like what Donnell was saying about those ugly school uniforms. You don't go and make something new official and then disregard all the other stuff that's been there and should be official. You know like letting us cut the fool instead of learning but just be doing it in a uniform. That's stupid. Just like dropping out is stupid. I mean just pure stupid. And anybody who's ever been there will probably tell you the exact same thing. You know what schools ought to do? They ought to bring in people who dropped out and then woke up and got it together. They'll tell them how bad it is. And they ought to bring in people who dropped out and never got it together—people working for minimum wage or getting public assistance, people just barely getting by and who can't afford one extra thing. They'll tell them how bad it is too. Then young people can decide where they want to end up.

And when I said what I did about changing that law but not stopping with that, that lady asked me what else I'd do, other than bringing people in who'd been there. I told her that what I would do before I did anything else is I would never ever disrespect anybody's culture or let anybody else do it. 'Cause I had so much of that, and it just made me sick. And you know, the friends I mentioned didn't think too much about it, being a native I mean. It was like it was just understood and all. But I did and I do 'cause nothing is more important to me than my history, and I'll take issue with anybody who disrespects that. Like I remember when I was in high school and we celebrated Native American month. And kids would laugh and make fun. And teachers wouldn't say nothing to them. I mean some teachers would snicker too. And I can't even tell you what that did to me.

So you know what I did? I got even. I just couldn't wait 'til African American month so I could make as much fun as I could of them. I mean that's only fair, right? And you know the sad thing is I wanted to know about their history. I mean I thought it was cool. But I couldn't show that 'cause they disrespected mine. And I couldn't let them think that was okay. I mean I had blows with people more than once. And even though I know it was wrong, I can't say I wouldn't do it again. You know it was kind of like when I dropped out and nobody came after me. It's like they were glad I was gone. Nobody stood up for me then like nobody stood up for me when people were making fun of my culture. Not one teacher said, "That's not okay." I mean they were ignorant too. And they need to be taught and I could have taught them. I know my history. I sit down and spend time with every old person I can from my tribe who knows how things were and how they became how they are. I know that stuff and I would have gladly talked about if only somebody had asked, somebody who really wanted to know.

So about the last thing that lady asked me was what I saw myself doing five or even ten years from now. And I told her flat out that I would be a military officer who will have seen the world by then and will have learned everything that anybody was willing to teach me. And I even said that when I retired at 20 years, I might just be teacher 'cause I got a lot to teach now and will have even more then. And 'cause I want to see it done right. I want to see a classroom where anybody from any background can talk about it any time of the year they want and not be laughed at and humiliated. I mean one month out of the year just don't cut it. Culture's an every day thing and that's what I would make it. And I would talk to kids and spend time with them and ask them what was up. I mean I would get down on their level and I'd treat with respect. And when they told me what their problems were, and they would 'cause it don't take much to make people spill their guts, I would help them with those problems. But to help them you got to find out where they're at, and kids are not going to tell you if they ain't comfortable. So you got to do what it takes to make them feel comfortable. And I would do that. And of course I would tell kids not be to stupid and drop out. 'Cause I've been there and done that and it was stupid. Well, I got to go and start getting ready for basic training. But it was nice to meet you and "spill my guts" a little. We all need some of that. Know what I'm saying?

While the relationship among these students is largely fictional, the stories are all too real. Thus, this is dedicated to five generous young people, each incredibly impressive in their own right, who took the time to share themselves in the hope of helping other young people to make a decision that they did not—to never drop out of high school.

The conclusions

The stories of these young people provide further support for the true complexity of the dropout challenge. Liking school is obviously not enough to keep students in it. Wanting to learn is not enough either. And just as one school level policy decision does not suffice, neither does one policy decision at the state level. As is evident from the dropout experience of the individuals described, they all had unique histories that impacted their relationship with school. Thus, each student had his or her own

reason/s for choosing to drop out and also would have had his or her own reasons for choosing to stay. This reality supports educators' responsibility to thoroughly and continually assess students' needs and to view dropout from a personalized, and not necessarily a prescriptive, perspective. Inherent within this approach is students' validation, as knowing what students have experienced and are experiencing means knowing them. And they clearly need to be known.

While the stories of these young people were unique, there was one common thread weaving them together—in one moment of time, it made more sense for each of them to leave school than it did for them to stay in it. Thus, the very best that we can do for all students is to try to ensure that they never arrive at that moment. They deserve no less from us. Further evident throughout the conversations that occurred with these young people is the fact that most, if not all, of the answers to the questions we have concerning dropout, and perhaps concerning education in general, lie with the constituents closet to the challenge—the students. And with them the answers will remain, unless and until we consistently start asking them the questions.

These students represent three tribes, and they attended high school in four different NC counties. Two students are from the Haliwa-Saponi tribe, one is from the Lumbee tribe, and the remaining two are from the Waccamaw Siouan tribe. Their counties include Columbus, Halifax, Robeson, and Warren. And students' ages varied. At the time they were interviewed, Alicia was 23, Nakeshia was 21, Kayla was 20, Donnell was 19 (almost 20), and Christopher was 16. Interviews with students representing the Eastern Band of Cherokee in western North Carolina were also scheduled but were canceled twice due to inclement weather. Thus, time constraints prohibited these interviews from being conducted. These accounts from studentts are told as shared with the interviewer.

Christopher:

- "Sometimes I just don't want to learn. And when I try to it makes my head hurt. I can do it. Sometimes I just don't want to."
- "I started getting in trouble in middle school. I changed and the teachers changed."
- "I didn't like my (high school) teachers and stuff. I just didn't feel like I had no connection with them."

Kayla:

- "It's (school) harder now than it was then. It's just much harder later."
- "I was always the one saying that I was going to finish."
- "I thought about it (dropping out) and thought about it. I thought about it a long time."

Nakeshia:

- "I had a good time at school. It was a good school. It (dropping out) was more home stuff than school stuff."
- "My heart and my mind thought 'Drop out of school.'"
- "I think drop out students are more Native American. There's a lot of us down here who have dropped out of school."

Donnell: *Not Pictured*

- "The only thing I can blame them (the school) for is giving us too much freedom."
- "I didn't make my first "F" 'til I got to high school."
- "I have two younger brothers, so I think it'd be good for them (NC) to change the law (dropout age from 16 to 18) like that. I think that'd be real good."

Alicia: *Not Pictured*

- "It was like one month, okay one week, you did your thing, you showed your culture and we learned about that. After that it was like okay let's go back to what so and so did on this day like in the history book. It would have made a big difference if the teachers would have known a little more about Native American culture, Hispanic, and African American."

- "It's (my culture) close to me and I protect it. It's like this is the only thing I know and nobody can take it from me. I feel the same way about Caucasian, African American and Hispanic. I would never disrespect nobody's culture."

- (In reference to a good high school) "When the kids get confident enough to say 'I'm taking the African American class and we heard about Booker T. Washington.' And it's a White kid saying this."

PART II

Dropout Data: What's Becoming of Our American Indian Students in North Carolina

Remaining and Becoming

Overview

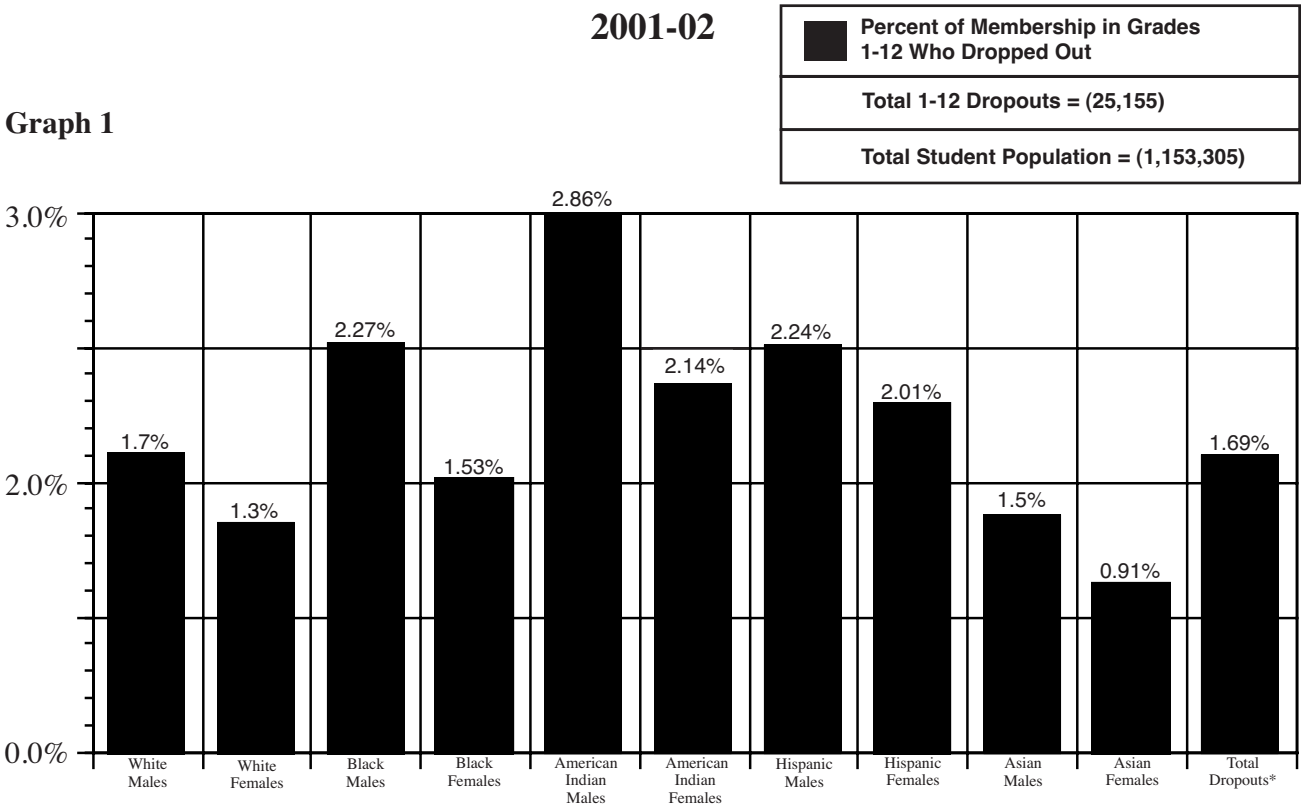
The high numbers of American Indian youth deciding to leave school is perhaps the greatest challenge facing American Indian communities. Simply too many American Indian students do not complete high school. Relative to the number of American Indian students enrolled in North Carolina's schools, the dropout rate for this population is our state's highest (see Graph 1). According to the state's 2001-02 Dropout Data Report, students report many reasons for leaving school (see Table 1). Several of the most-reported reasons for dropping out - - pregnancy, unstable home environment, and marriage - - also emerged from the interviews with American Indian youth profiled in Part I of this report.

According to researchers (e.g. Wells), and also evident within Part I, there are numerous factors that precede students' decision to leave high school. Wells (1990) presents factors that help identify students with the potential to drop out and groups those factors into the following four categories: school-related, student-related, community-related, and family-related. Dropout is indeed a complex phenomenon. Thus, just as some of the students interviewed indicated that they put much thought into the decision to drop out, educators need to put much thought into what needs to be done to help American Indian students make a different decision. According to researchers Cleary and Peacock (1998), studies clearly support one action for schools to consider taking in order to address challenges such as dropout - - to be responsible for making sure that American Indian students are grounded in their cultures. The results of the student interviews conducted certainly provide support for this assertion. The data that follow provide further support for the commonality of the American Indian youth profiled and the subsequent dire need to address the issue of dropout. The challenge definitely remains, and what becomes of American Indian students' futures is undoubtedly in our hands.

Percent of Each Race/Gender Group in Grades 1-12 Who Dropped Out

2001-02

Graph 1



When dropout rates were calculated by both race and gender, more recent data were available. Thus, the overall dropout rate was slightly higher than that reflected in Table 3.

Table 1
Wells' (1990) Four Categories of Factors

SCHOOL-RELATED
Conflict between home/school culture
Ineffective discipline system
Lack of adequate counseling
Negative school climate
Lack of relevant curriculum
Passive instructional strategies
Inappropriate use of technology
Disregard of student learning styles
Retentions/Suspensions
Low Expectations
Lack of language instruction

COMMUNITY RELATED
Lack of community support services or response
Lack of community support for schools
High incidences of criminal activities
Lack of school/community linkages

STUDENT RELATED
Poor school attitude
Low ability level
Attendance/truancy
Behavioral/discipline problems
Pregnancy
Drug Abuse
Poor peer relationships
Nonparticipation
Friends have dropped out
Illness/disability
Low self esteem/self-efficacy

FAMILY RELATED
Low SES
Dysfunctional homelife
No parent involvement
Low parental expectations
Non-English speaking homes
Ineffective parenting/abuse
High mobility

Virtually all factors within the categories of school-related and student-related emerged from the discussions with the American Indian youth highlighted in Part I of the Report. Based upon the discussions with American Indian youth, there appears to be a need to focus on the relationship between schools and students.

Table 2
Why Students Drop Out, Grades 1-12

Reason Code Used	Numbers	Percent
Attendance (total includes attendance - work, family, school and personal)	11797	54%
Moved, school status unknown	2796	13%
Academic problems	2135	10%
Enrollment in a community college	1423	7%
Choice of work over school	950	4%
Failure to return after a long-term suspension	749	3%
Discipline problems	540	2%
Pregnancy	274	1%
Incarcerated in adult facility	257	1%
Unstable home environment	224	1%
Runaway	179	1%
Permanent expulsion (not included in official count)	*138*	*1%*
Health problems	141	1%
Need to care for children	136	1%
Marriage	67	0%
Suspected substance abuse	64	0%
Employment necessary	38	0%
Uncoded	19	0%
TOTAL *(excluding expulsions)*	21789	100%

(NCDPI, 2002)

A Dropout Analysis: American Indian Students in North Carolina

This section of the 2003 Annual Report includes tables and graphs related to the dropout rates, grades 1-12, of American Indian students in North Carolina. These data include American Indian students enrolled in all public schools, including charter schools. Specific information concerning dropout in grades 7-12 is also provided regarding those local education agencies that are grantees for Title VII Indian Education Programs.

- Though American Indian students' dropout rates have dropped between 2000-01 and 2001-02, data still indicate that American Indian students continue to be the most over-represented North Carolina group —having the highest dropout rates per their ethnic population (see Tables 3 and 4).
- The percentage of American Indian males and females who dropped out of school in 2002 remains greater than all other ethnic and gender groups. American Indian males dropout at the highest rate—2.86%. Of all female students, American Indian females dropout at the highest rate—2.14% (see Graph 1, pg. 21).
- While American Indian students represent only 1. 47% of the total school membership in 2002, they represent 2.19% of the total dropouts. (see Table 4)

Table 3
Dropout Events by Ethnicity, Grades 1-12

Ethnicity	# of Events	# in Ethnic Membership[2]	Dropout Events as % of Ethnic Membership	Dropout Event as % of Average Student Membership (n=1,304,802)	Ethnic Dropout Event as % of All Dropout Events (n=21789)
American Indians	478	19129	2.50%	.04%	2.19%
Asian	300	24979	1.20%	.02%	1.38%
Black	7696	407761	1.89%	.59%	35.33%
Hispanic	1423	68053	2.09%	.11%	6.53%
Multiracial	217	*NA*	*NA*	.02%	1.00%
White	11675	785209	1.49%	.89%	53.58%
Total	21789	1305131	~	1.67%	100.01%

[2]Membership numbers from fall 2001, 2002/2003 Education Directory, page 295.
NA - data not available
Note: Percentages may not equal 100 due to rounding.

Minority ethnic groups are over-represented in the state's dropout events. Table 5 indicates this disproportion with shaded cells and bolded text. American Indians have the highest dropout rates per ethnic population, followed by Hispanics and Blacks. While American Indians make up nearly 1.5% of the state's average student membership, they account for more than 2 % of the state's dropout events. Blacks, who make up 31 % of the state's membership, account for more than 35 % of the state's dropout events. Hispanics comprise 5 percent of the state's total average membership, yet they account for more than 6.5 % of the total dropout events statewide.

Table 5
Ethnicity, Grades 1-12

Ethnicity	As % of Dropout Events, Grades 1-12	As % of Average Membership, Grades 1-12 Membership, Grades 1-12
American Indians	**2.19%**	**1.47%**
Asian	1.38%	1.91%
Black	**35.32%**	**31.25%**
Hispanic	**6.53%**	**5.22%**
Multiracial	1.00%	*NA*
White	53.58%	60.18%
	100.00%	100.02%

NA - Data not available

North Carolina Public Schools Dropout Data for Grades 7-12
(Duplicated Count)

System	American Indian				System				State			
Columbus County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	183	181	177	184	3,379	3,370	3,316	3407	525,582	532,765	549,770	597,161
Total Number of Dropouts	12	18	5	4	130	190	158	19,541	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	6.56	9.94	2.82	2.17	3.85	5.64	4.76	3.77	4.86	4.62	4.07	3.52
Cumberland County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	387	424	421	430	21,840	22,238	22,570	23,853	525,582	532,765	549,770	597,161
Total Number of Dropouts	30	38	28	26	994	803	737	674	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	7.75	8.96	6.65	6.05	4.55	3.61	3.27	2.83	4.86	4.62	4.07	3.52
Graham County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	49	60	64	66	514	502	504	563	525,582	532,765	549,770	597,161
Total Number of Dropouts	6	1	4	6	17	47	20	24	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	12.24	1.67	6.25	9.09	3.35	9.14	3.98	4.26	4.86	4.62	4.07	3.52
Guilford County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	151	166	156	169	25,574	26,248	26,948	29,022	525,582	532,765	549,770	597,161
Total Number of Dropouts	10	16	15	4	1,152	1,104	747	753	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	6.62	9.64	9.62	2.37	4.50	4.21	2.77	2.60	4.86	4.62	4.07	3.52
Halifax County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	159	164	150	152	2,657	2,624	2,614	2,715	525,582	532,765	549,770	597,161
Total Number of Dropouts	10	14	6	11	98	138	113	115	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	6.29	8,54	4.00	7.24	3.69	5.26	4.32	4.24	4.86	4.62	4.07	3.52
Hertford County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	15	15	18	21	1,954	1,875	1,830	1,875	525,582	532,765	549,770	597,161
Total Number of Dropouts	1	0	0	0	78	111	67	87	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	6.67	0.00	0.00	1.74	5.92	3.66	3.77	4.64	4.86	4.62	4.07	3.52

System	American Indian				System				State			
Hoke County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	338	325	326	340	2,492	2,450	2,441	2,607	525,582	532,765	549,770	597,161
Total Number of Dropouts	109	31	21	19	129	165	141	131	19,541	24,596	22,365	21,046
Dropout Rate (per 100 students)	4.53	9.54	6.44	5.59	3.92	6.73	5.78	5.02	3.77	4.62	4.07	3.52
Jackson County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	131	138	138	136	1,640	1,635	1,639	1,705	525,582	532,765	549,770	597,161
Total Number of Dropouts	10	8	11	8	75	68	64	56	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	7.63	5.80	7.97	5.88	4.57	4.16	3.90	3.28	4.86	4.62	4.07	3.52
Person County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	11	11	13	12	2,420	2,457	2,509	2,649	525,582	532,765	549,770	597,161
Total Number of Dropouts	0	0	0	81	118	110	114	19,541	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	0.00	0.00	0.00	3.38	4.88	4.48	4.54	3.77	4.86	4.62	4.07	3.52
Richmond County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	42	44	49	52	3,396	3,350	3,390	3,610	525,582	532,765	549,770	597,161
Total Number of Dropouts	2	2	5	3	172	163	156	136	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	4.76	4.55	10.20	5.77	5.06	4.87	4.60	3.77	4.86	4.62	4.07	3.52
Robeson County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	4,308	4,311	4,276	4,191	9,883	9,999	10,011	10,465	525,582	532,765	549,770	597,161
Total Number of Dropouts	353	369	382	261	706	735	776	545	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	8.19	8.56	8.93	6.23	7.14	7.35	7.75	5.21	4.86	4.62	4.07	3.52
Sampson County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	33	33	41	45	3,089	3,108	3,209	3,377	525,582	532,765	549,770	597,161
Total Number of Dropouts	4	0	2	2	131	85	112	107	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	12.12	0.00	4.88	4.44	4.24	2.73	3.49	3.17	4.86	4.62	4.07	3.52

System	American Indian				System				State			
Clinton City	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	46	46	43	44	1,106	1,114	1,117	1,205	525,582	532,765	549,770	597,161
Total Number of Dropouts	2	3	3	4	44	58	48	38	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	4.35	6.52	6.98	9.09	3.98	5.21	4.30	3.15	4.86	4.62	4.07	3.52
Scotland County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	242	260	283	300	2,959	2,869	2,928	3,010	525,582	532,765	549,770	597,161
Total Number of Dropouts	19	20	14	12	149	169	131	83	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	7.85	7.69	4.95	4.00	5.04	5.89	4.47	2.76	4.86	4.62	4.07	3.52
Swain County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	166	163	163	165	757	766	802	827	525,582	532,765	549,770	597,161
Total Number of Dropouts	19	11	9	5	44	33	38	20	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	11.45	6.75	5.52	3.03	5.81	4.31	4.74	2.42	4.86	4.62	4.07	3.52
Wake County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	88	90	90	105	37,946	39,404	41,856	44,383	525,582	532,765	549,770	597,161
Total Number of Dropouts	6	7	2	9	1,224	1,114	1,038	1,040	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	6.82	7.78	2.22	8.57	3.23	2.83	2.48	2.34	4.86	4.62	4.07	3.52
Warren County	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**	**99**	**00**	**01**	**02**
Total Number of Students	67	70	75	77	1,403	1,429	1,438	1,514	525,582	532,765	549,770	597,161
Total Number of Dropouts	3	2	4	3	72	116	89	71	25,555	24,596	22,365	21,046
Dropout Rate (per 100 students)	4.48	2.86	5.33	3.90	5.13	8.12	6.19	4.69	4.86	4.62	4.07	3.52

PART III

Achievement of American Indian Students in North Carolina

Remaining and Becoming

Overview:
Accountability for Student Achievement

No Child Left Behind (NCLB), signed into federal law by President George W. Bush in 2002, is having a tremendous impact on North Carolina's public schools. The legislation represents the largest ever expansion of involvement in K-12 education by the federal government. North Carolina students have demonstrated significant and sustained achievement gains under the ABCs of Public Education. The State Board of Education remains committed to the ABCs to drive the sustained improvement that will be essential in meeting the NCLB goal of having all students proficient or better in reading and mathematics (according to state standards) by the 2013-14 school year.

No Child Left Behind demands a continued emphasis on the basics and accelerating the performance of all children while closing the achievement gaps between students of different racial groups, income groups, students with special needs, and limited English proficient students. The improvement of minority achievement and the closing of achievement gaps between minority students and white students are already major priorities in North Carolina. In 2001, the General Assembly mandated that beginning in the 2002-03 school year, the state include a "closing the achievement gap" component in its measurement of educational growth in student performance for each school. For the full text of NCLB Key Provisions see Appendix A.

An Analysis of Achievement: American Indian Students in North Carolina

A primary purpose of this report is to provide state and system-level results for the end-of-grade (EOG) and end-of-course (EOC) tests administered to American Indian students during the years 2000, 2001 and 2002. Each year EOG and EOC tests are administered to more than one million students in grades 3 through 12 in North Carolina. A general description of the testing program, the ABC's of Public Education, and statewide Student Accountability Standards used in North Carolina are located in the appendices (Appendix B).

The numbers and percentages of students scoring as proficient in the following tables are based on the numbers and percentages of American Indian students scoring at or above Achievement Level III on the EOG and EOC tests as compared to all students in the state. **An asterisk (---) appears when the number of American Indian students tested is statistically insignificant.** The following observations are relative to statewide results:

- The performance of American Indian students in North Carolina as measured by the end-of-grade tests in reading and mathematics continues to improve in grades 3-8 with 62.7 percent of American Indian students scoring at or above Level III in 2002 (see Graph 2).

- American Indian students demonstrated growth between 2001 and 2002 in reading in grades 3-8 with the exception of one grade level—there was a slight drop in grade 5 reading (see Table 5).

- American Indian students demonstrated growth between 2001 and 2002 in mathematics in grades 3-8 with the exception of one grade level—there was a slight drop in grade 3 mathematics (see Table 6).

- While the performance of American Indian students in grades 3 through 8 is consistently improving in the areas of reading and mathematics, the lowest rate of academic growth for culturally diverse populations in 2002 was evident among American Indian students (see Tables 5 and 6).

- The percent of American Indian high school students demonstrating proficiency on the five core courses (Algebra I, Biology, ELP, English I and U.S. History) is 54.7 while 68.3 percent of the state's total high school students are proficient—a difference of 13.6 percentage points (see Graph 3).

- American Indian high school students demonstrated growth between 2001 and 2002 in eight of ten courses. There were slight drops in ELP and English I (see Table 7).

- While the performance of American Indian high school students in North Carolina has shown improvement as measured by the ten end-of course tests, the percent of American Indian students demonstrating proficiency continues to lag behind comparable students in the state in all areas (see Table 7).

STATE (ALL STUDENTS) SUMMARY DATA

EOG/EOC Tests

TABLE 5 Reading at or above Grade Level

	2000		2001		2002	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	62.6	74.4	69.4	76.4	71.6	79.8
4	61.2	72.1	61.6	74.6	67.6	77.1
5	65.1	79.1	71.5	82.7	70.7	84.5
6	53.0	69.5	58.8	70.6	62.1	74.1
7	61.5	76.4	62.2	75.3	65.8	76.6
8	73.8	82.5	74.4	83.3	75.5	85.2

EOG Tests

TABLE 6 Mathematics at or Above Grade Level

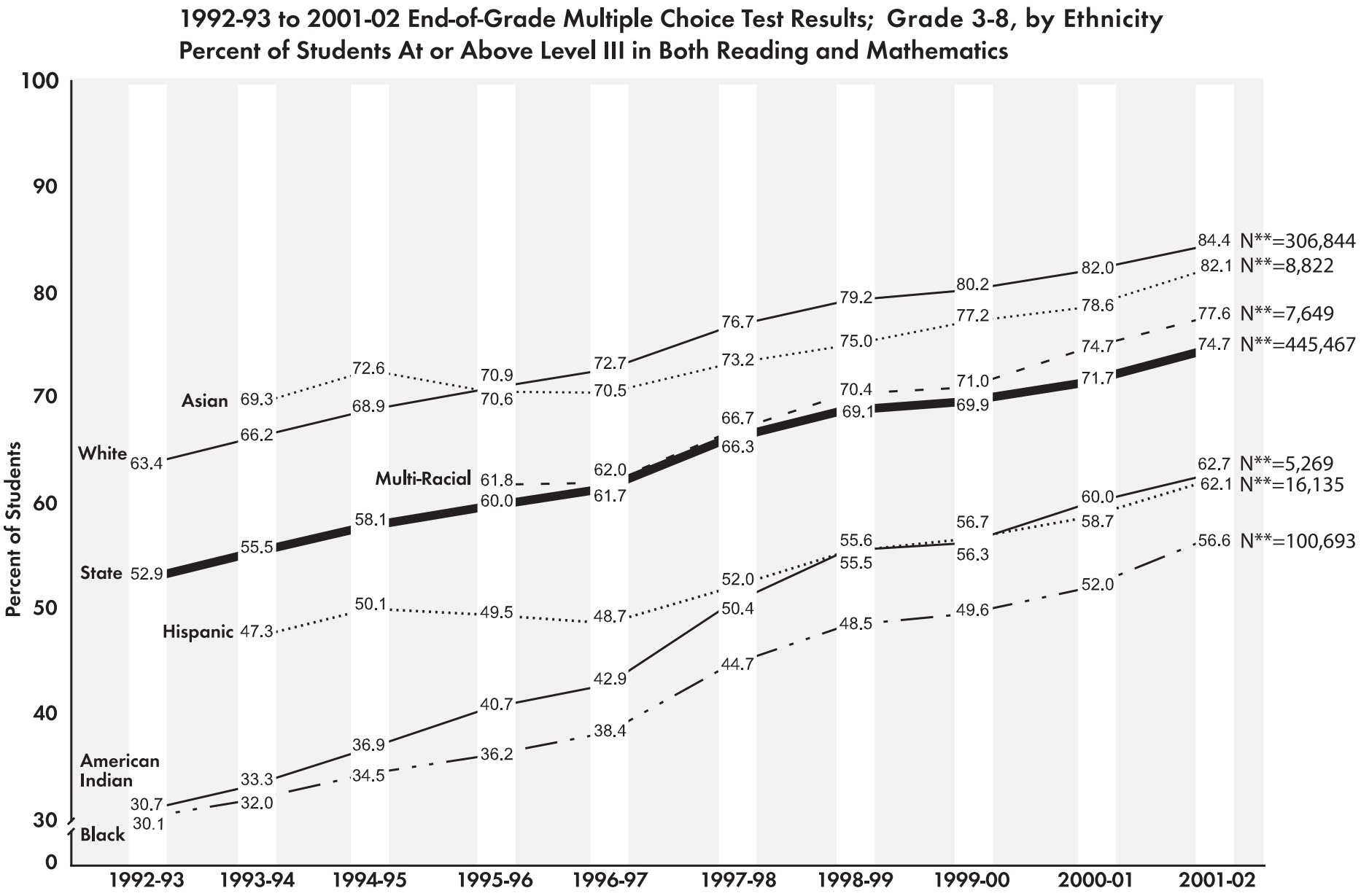
	2000		2001		2002	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	63.3	71.8	68.8	73.6	68.0	77.3
4	80.5	84.4	78.9	86.8	83.8	88.9
5	71.9	82.9	77.8	86.7	78.7	88.4
6	70.2	81.0	75.2	82.9	79.3	86.4
7	72.7	80.7	73.3	81.2	76.9	83.3
8	74.7	80.6	72.5	79.5	76.0	82.3

EOC Tests

TABLE 7 At or Above Achievement Level III

	2000		2001		2002	
Subject	**AI**	**State**	**AI**	**State**	**AI**	**State**
Alg. 1	52.1	68.9	67.6	76.0	69.5	78.9
Bio.	36.6	57.6	46.3	61.0	58.5	69.3
ELP	41.9	67.3	54.5	70.0	52.3	69.5
Eng. 1	48.3	68.4	50.8	68.3	50.5	69.6
US His.	27.4	46.9	34.7	50.5	38.0	50.1
Algebra II	37.3	62.7	55.6	73.0	69.8	76.9
Chemistry	37.6	62.0	44.6	65.5	60.1	70.6
Geometry	45.9	60.0	45.4	63.9	51.0	66.3
Physics	39.8	72.9	46.3	74.4	67.6	84.4
Phy. Science	32.4	57.1	40.5	59.9	51.4	61.5

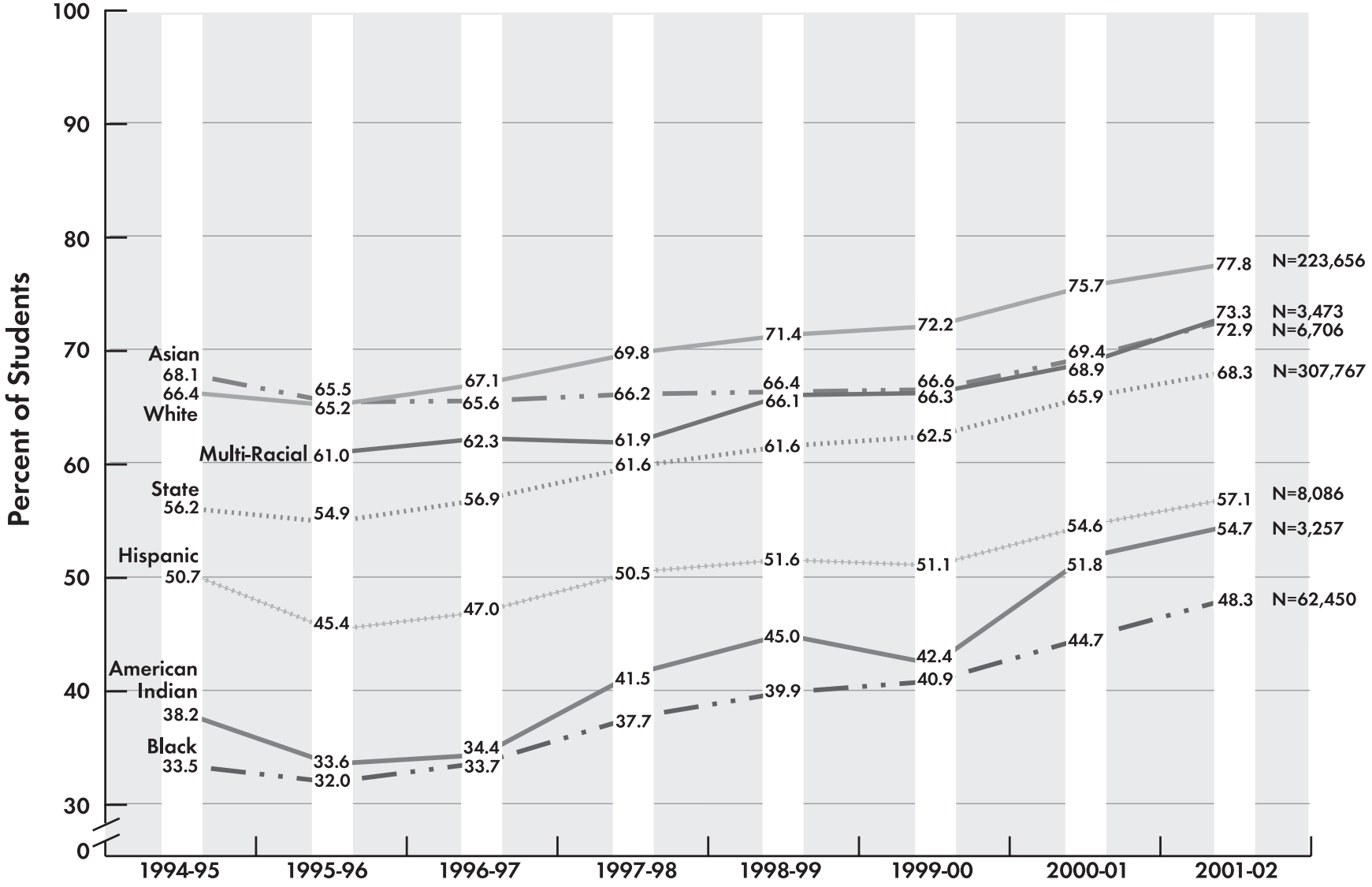
Graph 2



(NCDPI, 2002)

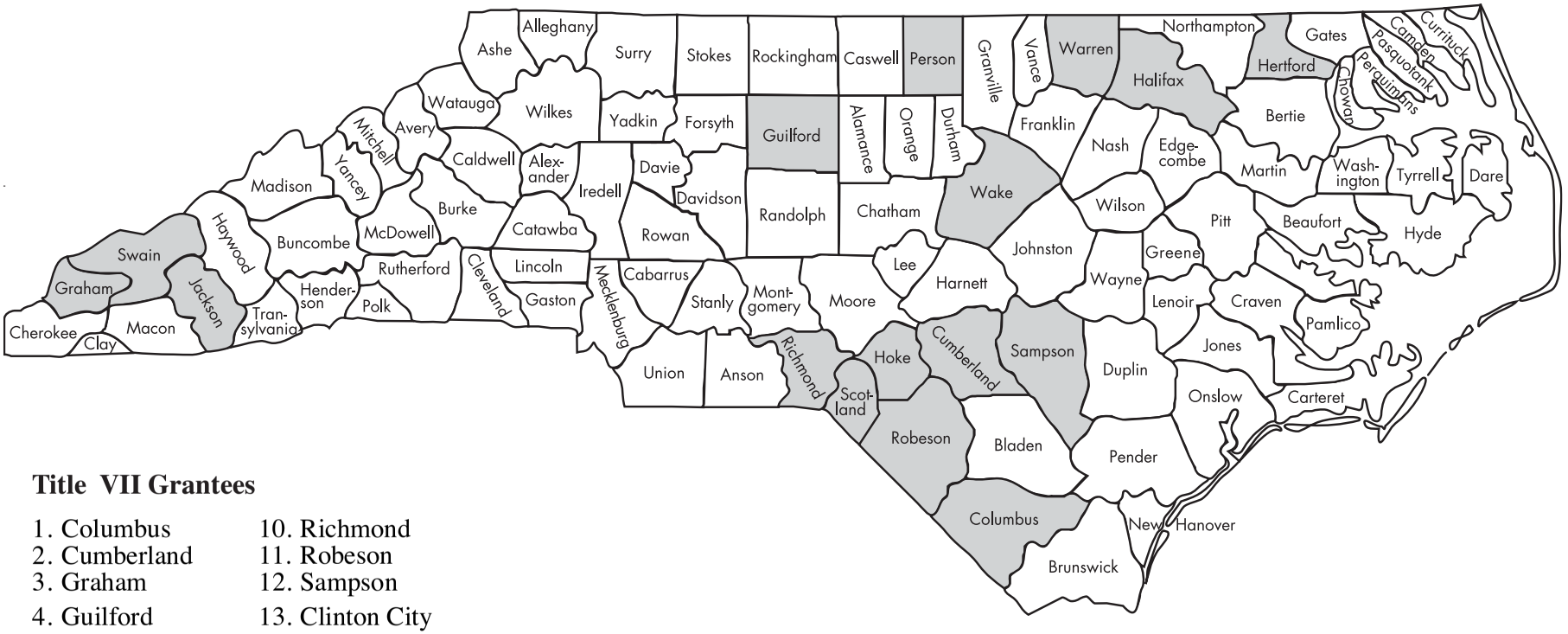
Graph 3

1994-95 to 2001-02 End-of-Course Multiple Choice Test Results;
Percent of Students At or Above Level III Across the Five Core Courses* by Ethnicity
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)



(NCDPI, 2002)

The numbers and percentages of students scoring as proficient in the following tables are based on the numbers and percentage of American Indian students scoring at or above Achievement Level III on the EOG and EOC tests as compared to all students in the state.



Title VII Grantees

1. Columbus
2. Cumberland
3. Graham
4. Guilford
5. Halifax
6. Hertford
7. Hoke
8. Jackson
9. Person
10. Richmond
11. Robeson
12. Sampson
13. Clinton City
14. Scotland
15. Swain
16. Wake
17. Warren

Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

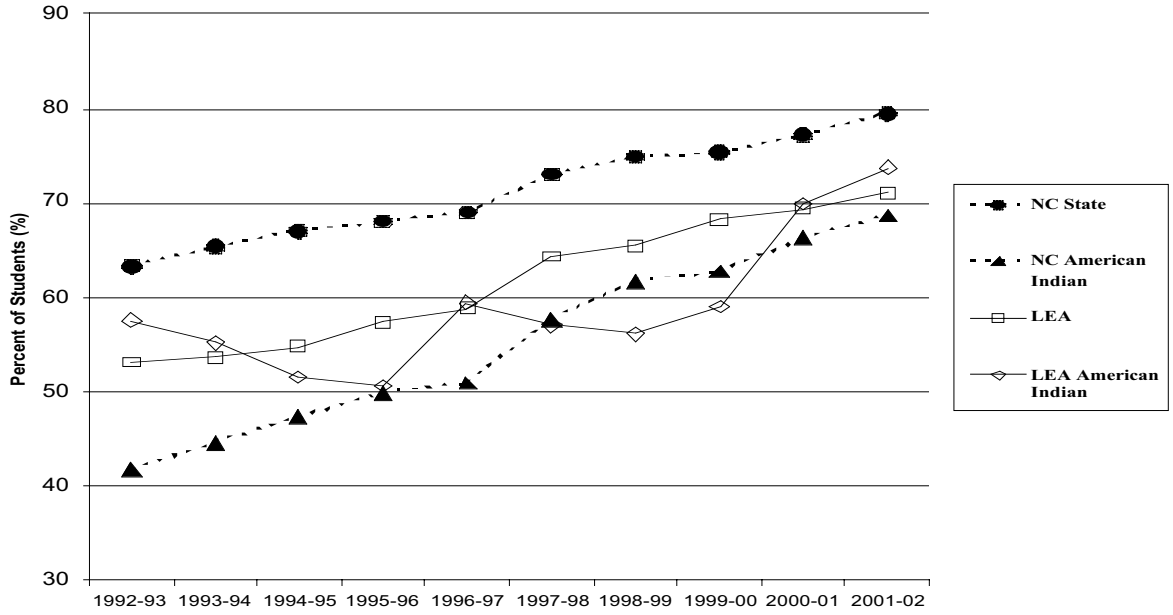
EOG		COLUMBUS COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	54.8	43.0	41.4	65.6	70.8	61.8	58.0	64.5	70.8	70.4
	N Tested	31	32	29	32	24	539	565	538	534	520
4	% Grade Level	50.0	62.0	54.5	68.4	77.4	63.1	63.0	59.3	66.2	68.0
	N Tested	28	32	33	19	31	526	503	535	520	512
5	% Grade Level	65.5	60.0	75.8	73.3	73.7	70.7	67.0	74.9	73.2	77.4
	N Tested	29	30	33	30	19	523	521	491	519	501
6	% Grade Level	53.1	54.0	51.9	61.5	71.4	57.2	63.0	62.6	61.8	60.2
	N Tested	32	31	27	39	35	563	541	546	524	550
7	% Grade Level	52.9	61.0	60.0	57.7	74.4	59.3	68.0	71.6	65.7	72.0
	N Tested	34	31	35	26	39	580	554	545	533	521
8	% Grade Level	67.9	54.0	67.7	96.3	75.0	73.6	71.0	77.4	79.8	79.1
	N Tested	28	33	31	27	24	588	553	539	505	516

EOG		COLUMBUS COUNTY					Math				
		American Indian					System (All students)				
Grade	Participation	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	62.5	56.0	62.1	78.1	75.0	61.5	61.0	68.8	68.7	68.5
	N Tested	31	32	29	32	24	539	567	539	536	523
4	% Grade Level	64.2	75.0	78.8	60.9	90.3	76.7	80.0	80.2	85.1	85.9
	N Tested	28	32	33	23	31	526	505	540	524	517
5	% Grade Level	65.5	66.0	66.7	80.0	73.9	74.6	80.0	79.1	80.5	88.0
	N Tested	29	30	33	30	23	523	525	492	524	508
6	% Grade Level	68.8	67.0	55.6	66.7	68.6	70.5	75.0	76.1	80.2	78.3
	N Tested	32	31	27	39	35	563	543	547	525	553
7	% Grade Level	47.1	68.0	80.0	76.9	80.0	68.8	75.0	80.4	76.1	78.9
	N Tested	34	32	35	26	40	580	555	546	535	527
8	% Grade Level	71.4	66.0	87.1	93.1	62.5	72.8	73.0	77.3	78.7	78.0
	N Tested	28	33	31	29	24	588	553	538	512	519

EOC		COLUMBUS COUNTY					High School Subjects				
		American Indian					System (All Students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	48.9	56.7	45.5	81.6	71.4	46.6	54.1	63.9	73.5	68.7
	N Tested	45	30	11	38	28	686	754	510	596	575
Biology	% Grade Level	44.4	36.4	66.7	38.1	43.3	33.6	46.1	42.5	46.6	54.3
	N Tested	27	11	21	21	30	131	401	492	489	484
ELP	% Grade Level	68.4	61.3	65.0	62.5	57.1	64.1	62.8	63.2	64.2	65.9
	N Tested	19	31	20	24	28	498	521	497	492	451
English I	% Grade Level	47.2	51.9	41.7	43.3	58.8	56.3	56.1	58.5	60.5	63.8
	N Tested	36	27	36	30	34	535	533	586	521	531
US History	% Grade Level	52.0	33.3	48.3	52.6	25.0	40.0	37.2	43.5	47.4	43.0
	N Tested	25	18	29	19	20	422	441	469	420	421
Algebra II	% Grade Level	---	35.3	42.1	30.8	37.5	---	50.4	39.5	48.0	65.7
	N Tested	---	17	19	13	8	---	256	299	300	245
Physics	% Grade Level	---	66.7	100.0	25.0	100.0	---	79.4	58.1	57.1	81.0
	N Tested	---	3	1	4	1	---	34	31	49	42
Chemistry	% Grade Level	---	20.0	22.2	28.6	66.7	---	36.4	47.7	44.7	59.5
	N Tested	---	5	9	14	3	---	165	216	206	205
Geometry	% Grade Level	---	33.3	26.1	55.6	35.3	---	34.9	39.6	51.6	50.6
	N Tested	---	27	23	9	17	---	312	407	312	322
Phys.Science	% Grade Level	---	66.7	0	72.7	61.1	---	45.5	53.4	53.4	53.3
	N Tested	---	21	1	11	18	---	209	73	277	315

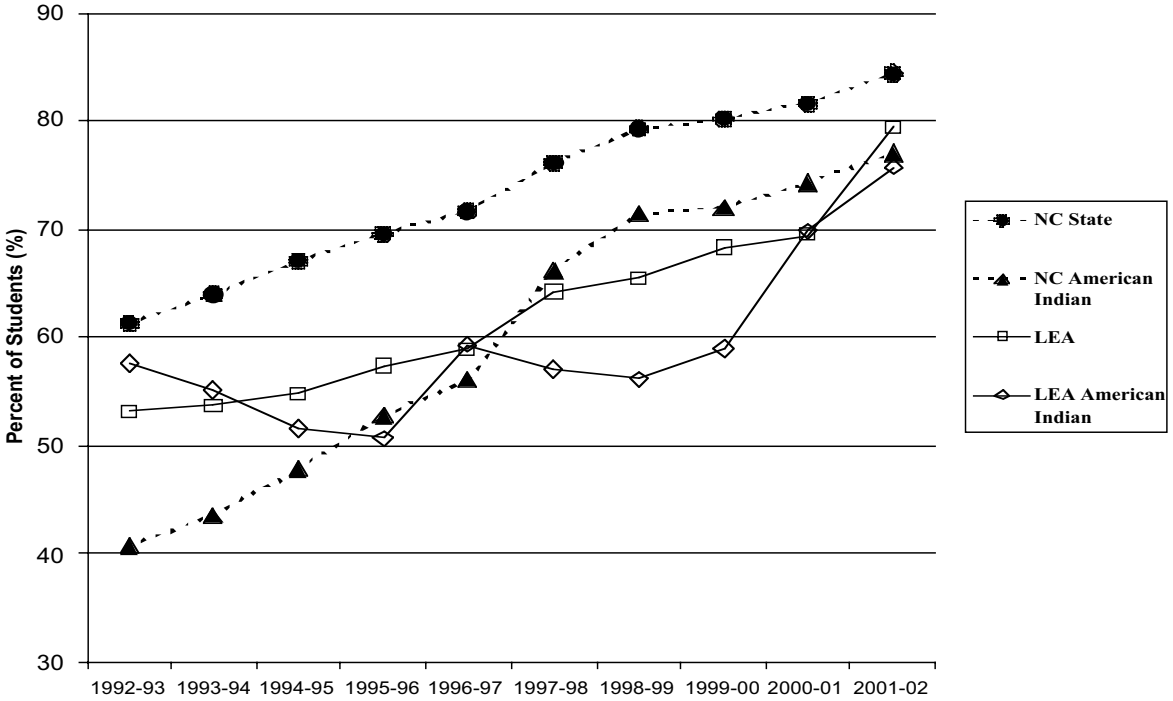
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grades 3 to 8 Students at/above Grade Level by Ethnicity
Columbus County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Columbus County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

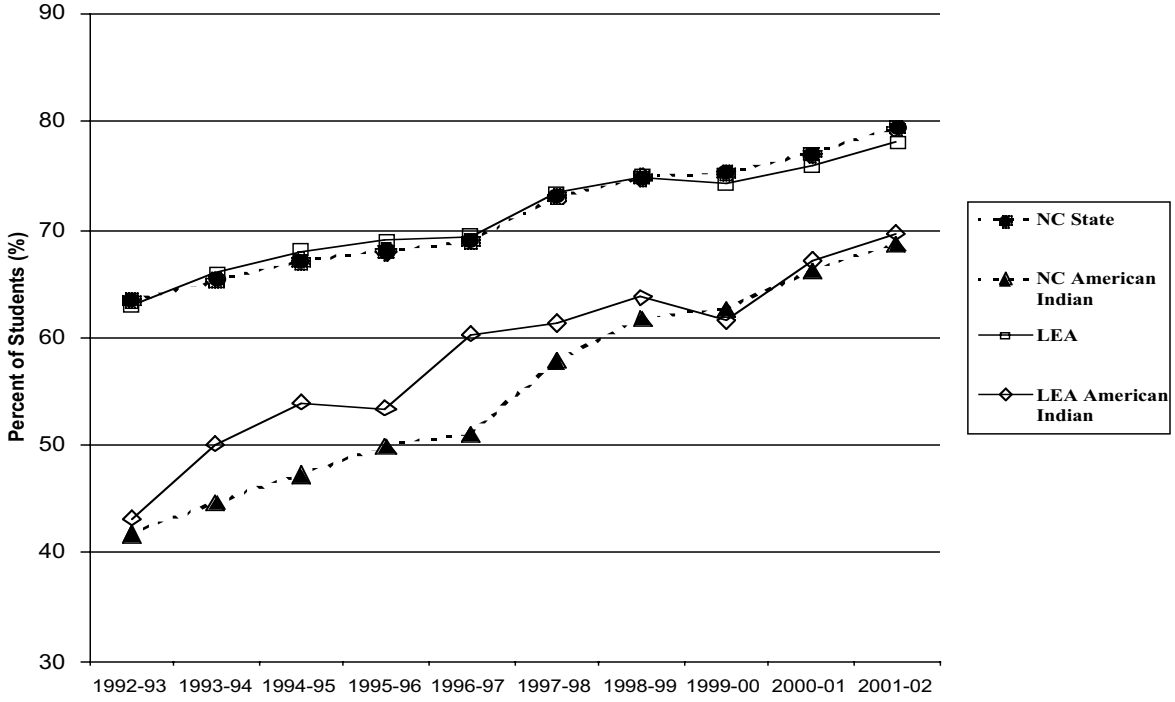
EOG	CUMBERLAND COUNTY	Reading									
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	53.4	66.0	59.4	78.6	70.0	70.2	74.0	71.1	75.0	77.3
	N Tested	73	60	69	56	60	4202	4219	4022	4100	4003
4	% Grade Level	51.6	61.0	61.4	60.9	73.7	72.6	70.0	70.1	72.4	75.8
	N Tested	62	68	57	69	57	3988	4013	4037	3864	4007
5	% Grade Level	63.8	54.0	64.5	72.6	73.5	94.8	78.0	78.6	80.7	82.5
	N Tested	58	64	76	62	68	3910	3882	3885	3968	3960
6	% Grade Level	58.1	69.0	47.1	56.3	60.0	70.6	73.0	71.0	69.4	73.4
	N Tested	74	65	68	80	65	3986	3822	3884	3909	3904
7	% Grade Level	59.7	63.0	64.1	61.5	68.0	73.1	76.0	73.8	75.9	75.2
	N Tested	72	82	64	65	75	3816	3915	3861	3878	3861
8	% Grade Level	80.0	66.0	71.4	76.8	73.5	80.2	77.0	81.4	82.5	84.4
	N Tested	75	63	77	69	68	3638	3707	3885	3740	3879

EOG	CUMBERLAND COUNTY	Math									
		American Indian					System (All students)				
Grade	Participation	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	56.1	65.0	63.8	78.6	70.0	68.1	69.0	67.3	72.4	73.5
	N Tested	73	60	69	56	60	4202	4222	4022	4109	4005
4	% Grade Level	71.0	79.0	82.5	82.6	91.2	80.1	82.0	82.1	86.2	86.4
	N Tested	62	68	57	69	57	3988	4019	4042	3879	4008
5	% Grade Level	69.0	68.0	77.6	75.8	82.6	77.2	83.0	83.0	85.6	87.0
	N Tested	58	64	76	62	69	3910	3891	3893	3974	3967
6	% Grade Level	73.0	71.0	61.8	70.0	81.3	76.8	78.0	78.4	82.3	83.7
	N Tested	74	64	68	80	64	3986	3827	3883	3908	3909
7	% Grade Level	65.3	72.0	67.2	69.2	72.0	73.0	80.0	75.6	77.3	78.5
	N Tested	72	83	64	65	75	3816	3916	3863	3879	3859
8	% Grade Level	53.3	58.0	71.4	65.2	67.6	71.5	68.0	75.0	74.1	76.1
	N Tested	75	63	77	69	68	3638	3716	3888	3748	3876

EOC	CUMBERLAND COUNTY	High School Subjects									
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	50.0	44.4	60.6	66.2	69.1	49.7	52.9	54.9	65.7	69.2
	N Tested	46	63	66	65	68	3194	3437	3651	3629	4209
Biology	% Grade Level	45.7	41.2	36.1	60.7	59.7	54.5	48.5	50.2	56.1	61.9
	N Tested	46	68	61	56	72	3073	3227	3352	3438	3980
ELP	% Grade Level	58.0	48.1	59.2	58.3	58.9	66.4	64.4	64.7	65.2	65.1
	N Tested	81	77	76	72	56	4061	3872	3943	3892	3817
English I	% Grade Level	48.7	47.6	50.7	61.7	55.4	61.3	64.1	66.4	65.3	66.9
	N Tested	78	82	73	81	65	3744	3807	3978	4174	4173
US History	% Grade Level	51.3	50.0	34.5	40.0	51.8	49.9	49.2	41.2	45.1	45.6
	N Tested	39	46	55	60	56	2693	2859	3080	3146	3330
Algebra II	% Grade Level	---	66.7	34.3	29.0	66.7	---	38.0	42.7	52.8	65.8
	N Tested	---	24	35	31	42	---	2220	2262	2267	2522
Physics	% Grade Level	---	100.0	100.0	66.7	60.0	---	59.2	60.2	58.8	73.5
	N Tested	---	1	1	3	5	---	304	420	359	385
Chemistry	% Grade Level	---	50.0	52.9	50.0	79.3	---	54.3	51.9	54.9	65.5
	N Tested	---	20	17	20	29	---	1518	1593	1587	1654
Geometry	% Grade Level	---	41.9	36.5	40.7	62.2	---	43.8	39.0	46.1	51.0
	N Tested	---	43	52	59	37	---	2679	2948	2694	3101
Phys.Science	% Grade Level	---	38.9	49.2	40.0	52.4	---	45.2	44.1	47.1	55.8
	N Tested	---	54	63	25	21	---	3103	3136	1344	1075

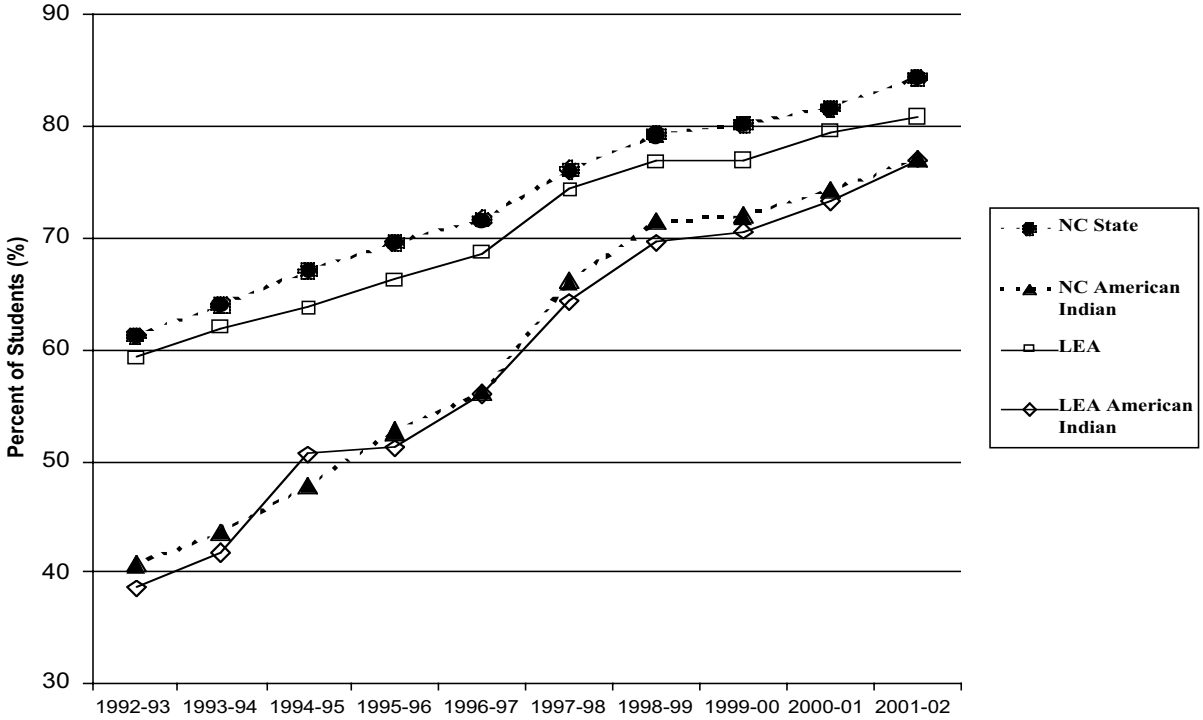
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Cumberland County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Cumberland County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

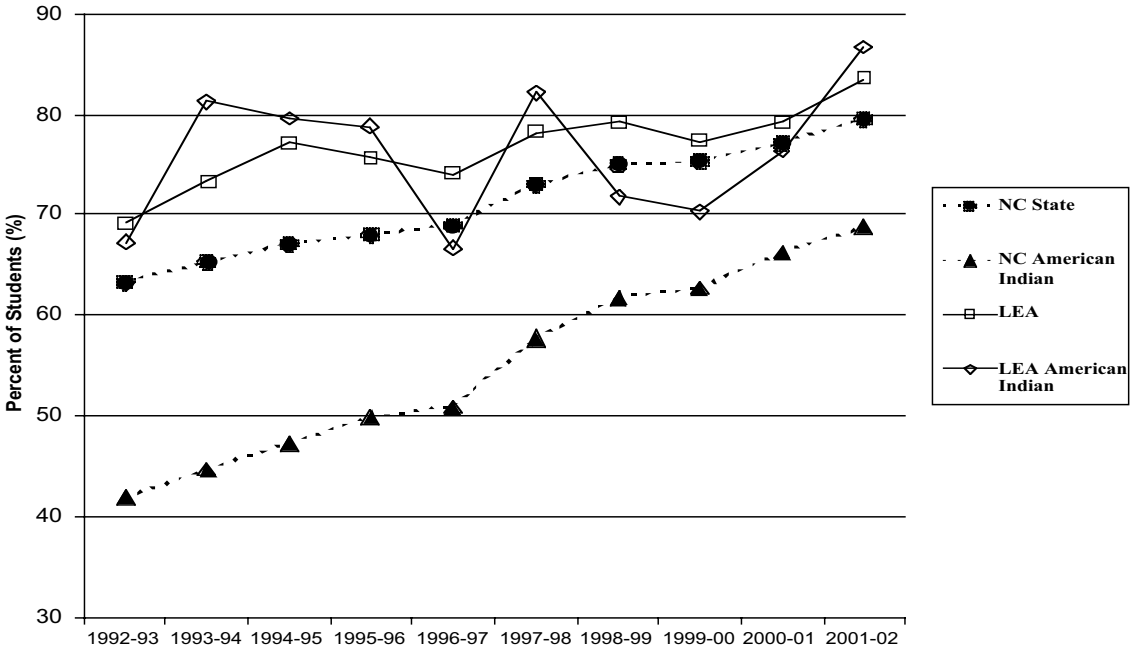
EOG		GRAHAM COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	88.2	66.0	75.0	60.0	58.3	75.8	71.0	76.1	71.1	77.7
	N Tested	17	9	12	15	12	116	87	88	97	103
4	% Grade Level	85.7	77.0	60.0	58.3	85.7	76.1	74.0	67.0	71.9	80.2
	N Tested	14	18	10	12	14	88	112	94	89	91
5	% Grade Level	88.9	60.0	72.2	80.0	88.9	77.3	70.0	76.1	82.2	83.1
	N Tested	18	15	18	10	9	97	86	113	90	83
6	% Grade Level	61.5	81.0	30.8	80.0	90.0	75.0	81.0	71.6	78.6	81.3
	N Tested	13	16	13	20	10	88	96	88	117	91
7	% Grade Level	60.0	60.0	88.2	84.6	0	75.9	86.0	79.6	82.6	85.0
	N Tested	5	10	17	13	18	87	84	103	86	113
8	% Grade Level	90.9	100.0	90.9	93.3	91.7	89.9	92.0	94.3	88.7	95.2
	N Tested	11	3	11	15	12	89	84	87	97	83

EOG		GRAHAM COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	76.5	77.0	58.3	66.7	66.7	75.0	74.0	71.6	63.9	78.6
	N Tested	17	9	12	15	12	116	86	88	97	103
4	% Grade Level	50.0	88.0	90.0	91.7	85.7	65.9	88.0	86.2	87.6	87.9
	N Tested	14	18	10	12	14	88	112	94	89	91
5	% Grade Level	94.4	73.0	94.4	100.0	88.9	87.6	87.0	90.3	91.1	91.6
	N Tested	18	15	18	10	9	97	86	113	90	83
6	% Grade Level	92.3	93.0	69.2	95.0	90.0	95.0	97.0	90.9	91.5	90.1
	N Tested	13	16	13	20	10	5	96	88	117	91
7	% Grade Level	60.0	90.0	100.0	84.6	100.0	88.5	94.0	95.1	93.0	95.6
	N Tested	5	10	17	13	18	87	84	103	86	113
8	% Grade Level	100.0	100.0	90.9	93.3	75.0	91.0	92.0	94.3	88.7	95.2
	N Tested	11	3	11	15	12	89	84	87	97	83

EOC		GRAHAM COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	100.0	80.0	100.0	90.0	100.0	89.7	85.4	84.6	82.3	93.4
	N Tested	10	10	2	10	14	78	82	78	79	76
Biology	% Grade Level	77.8	87.5	37.5	50.0	88.9	73.7	78.3	63.9	78.3	84.0
	N Tested	9	8	8	2	9	99	83	61	60	94
ELP	% Grade Level	100.0	87.5	70.0	100.0	81.8	94.3	83.3	73.5	85.9	79.6
	N Tested	5	8	10	4	11	35	72	68	64	93
English I	% Grade Level	85.7	75.0	50.0	70.0	69.2	90.0	76.1	86.7	81.0	75.6
	N Tested	7	12	4	10	13	60	92	90	79	90
US History	% Grade Level	---	50.0	55.6	44.4	0	63.2	57.0	66.2	58.8	64.3
	N Tested	3	8	9	9	1	68	86	71	51	84
Algebra II	% Grade Level	---	75.0	100.0	75.0	100.0	---	58.3	84.9	85.7	82.5
	N Tested	---	4	5	4	5	---	24	53	56	40
Physics	% Grade Level	---	100.0	---	---	---	---	100.0	62.5	---	100.0
	N Tested	---	1	---	---	---	---	3	8	---	2
Chemistry	% Grade Level	---	25.0	40.0	33.3	---	---	8.6	54.5	54.5	85.7
	N Tested	---	4	5	3	---	---	58	33	11	14
Geometry	% Grade Level	---	40.0	50.0	100.0	85.7	---	68.4	76.3	75.0	78.5
	N Tested	---	5	4	3	7	---	57	38	52	65
Phys.Science	% Grade Level	---	20.0	100.0	28.6	66.7	---	45.7	76.7	66.1	78.2
	N Tested	---	5	5	7	3	---	46	43	59	55

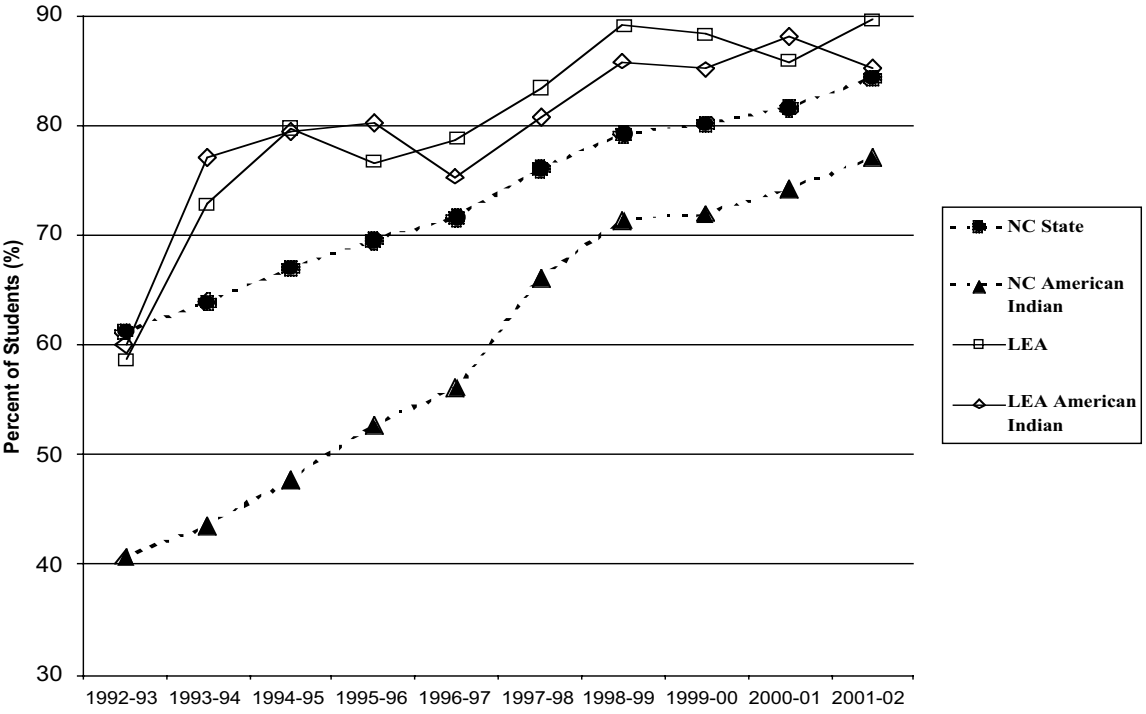
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Graham County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Graham County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

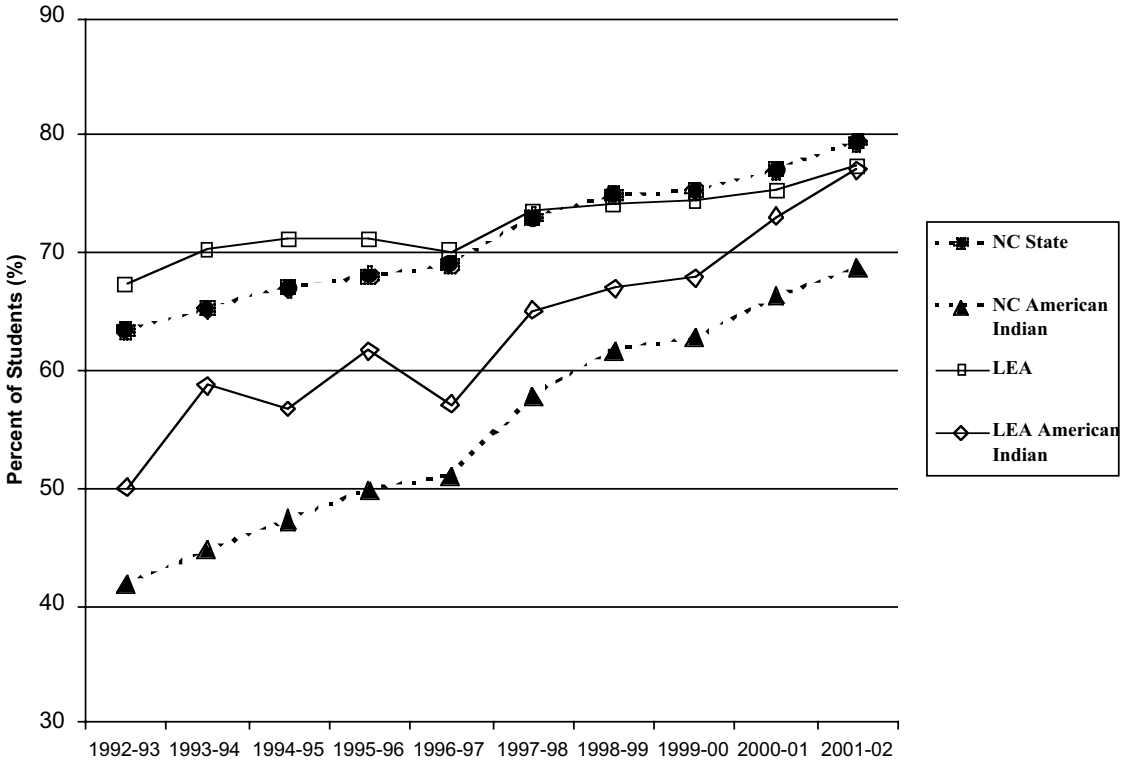
EOG		GUILFORD COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	64.3	64.0	60.6	76.9	75.7	59.6	70.0	71.8	73.5	77.1
	N Tested	42	25	33	26	37	5034	4991	5106	5027	4927
4	% Grade Level	85.7	64.0	64.3	71.9	73.0	71.1	68.0	70.4	71.8	74.0
	N Tested	21	42	28	32	37	4654	4950	5021	4944	4944
5	% Grade Level	60.0	77.0	73.2	87.5	96.2	75.1	75.0	77.5	81.5	83.2
	N Tested	25	27	41	24	26	4522	4672	4928	4913	4865
6	% Grade Level	70.4	60.0	69.6	62.2	63.3	72.3	72.0	70.0	69.7	72.1
	N Tested	27	30	23	45	30	4503	4559	4780	4969	4970
7	% Grade Level	61.3	71.0	53.1	76.2	80.0	73.7	77.0	74.7	74.2	73.6
	N Tested	31	28	32	21	35	4450	4556	4656	4803	4895
8	% Grade Level	52.2	66.0	87.1	73.3	77.8	80.4	80.0	83.3	81.5	84.7
	N Tested	232	42	31	30	27	4147	4428	4546	4670	4722

EOG		GUILFORD COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	61.9	56.0	54.5	65.4	78.9	66.0	66.0	68.2	69.9	74.8
	N Tested	42	25	33	26	38	5034	5007	5114	5039	4941
4	% Grade Level	100.0	81.0	79.3	87.9	86.5	78.3	78.0	82.8	85.1	87.9
	N Tested	21	42	29	33	37	4654	4961	5036	4975	4971
5	% Grade Level	44.0	85.0	80.5	83.3	100.0	76.5	80.0	79.9	87.1	87.8
	N Tested	25	27	41	24	26	4522	4693	4941	4927	4892
6	% Grade Level	75.0	66.0	78.3	68.9	76.7	76.6	77.0	79.9	78.9	84.1
	N Tested	27	30	23	45	30	4503	4558	4789	4968	4976
7	% Grade Level	70.0	78.0	65.6	81.0	83.3	74.6	80.0	75.9	77.8	79.9
	N Tested	31	28	32	21	36	4450	4565	4662	4800	4896
8	% Grade Level	40.9	59.0	70.0	63.3	81.5	73.0	74.0	77.6	75.5	80.9
	N Tested	23	39	30	30	27	4147	4430	4540	4659	4723

EOC		GUILFORD COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**2001**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	53.8	42.1	48.5	60.7	64.3	56.9	56.5	64.3	66.5	69.3
	N Tested	13	19	33	28	42	3953	4573	4877	4941	5798
Biology	% Grade Level	41.7	57.1	58.8	52.0	55.0	62.4	58.1	65.2	62.5	68.8
	N Tested	12	14	17	25	20	3518	3659	3864	5047	3922
ELP	% Grade Level	50.0	45.0	73.7	66.7	73.9	73.0	73.3	72.8	70.7	69.1
	N Tested	10	20	19	30	23	3345	3519	3922	4791	5047
English I	% Grade Level	55.6	41.2	57.6	74.3	66.7	63.4	65.7	69.4	68.7	65.2
	N Tested	9	17	33	35	30	3961	4232	4559	4748	4999
US History	% Grade Level	35.7	23.5	23.1	61.5	57.9	59.9	57.9	50.3	55.1	50.2
	N Tested	14	17	13	13	19	3068	3387	3366	3575	4096
Algebra II	% Grade Level	---	40.0	62.5	71.4	72.2	---	60.1	63.7	70.1	72.2
	N Tested	---	5	8	7	18	---	2696	2774	3042	3935
Physics	% Grade Level	---	50.0	100.0	100.0	100.0	---	71.8	75.7	75.1	87.2
	N Tested	---	4	2	1	3	---	653	638	539	603
Chemistry	% Grade Level	---	40.0	66.7	75.0	58.3	---	60.0	63.5	69.8	70.5
	N Tested	---	5	3	8	12	---	2200	2195	2504	2857
Geometry	% Grade Level	---	55.6	70.0	47.4	66.7	---	59.7	61.4	64.3	61.2
	N Tested	---	9	10	19	18	---	3059	3488	3667	3998
Phys.Science	% Grade Level	---	50.0	53.1	85.7	54.5	---	56.9	55.1	61.7	63.8
	N Tested	---	12	32	14	22	---	3706	3933	1699	2217

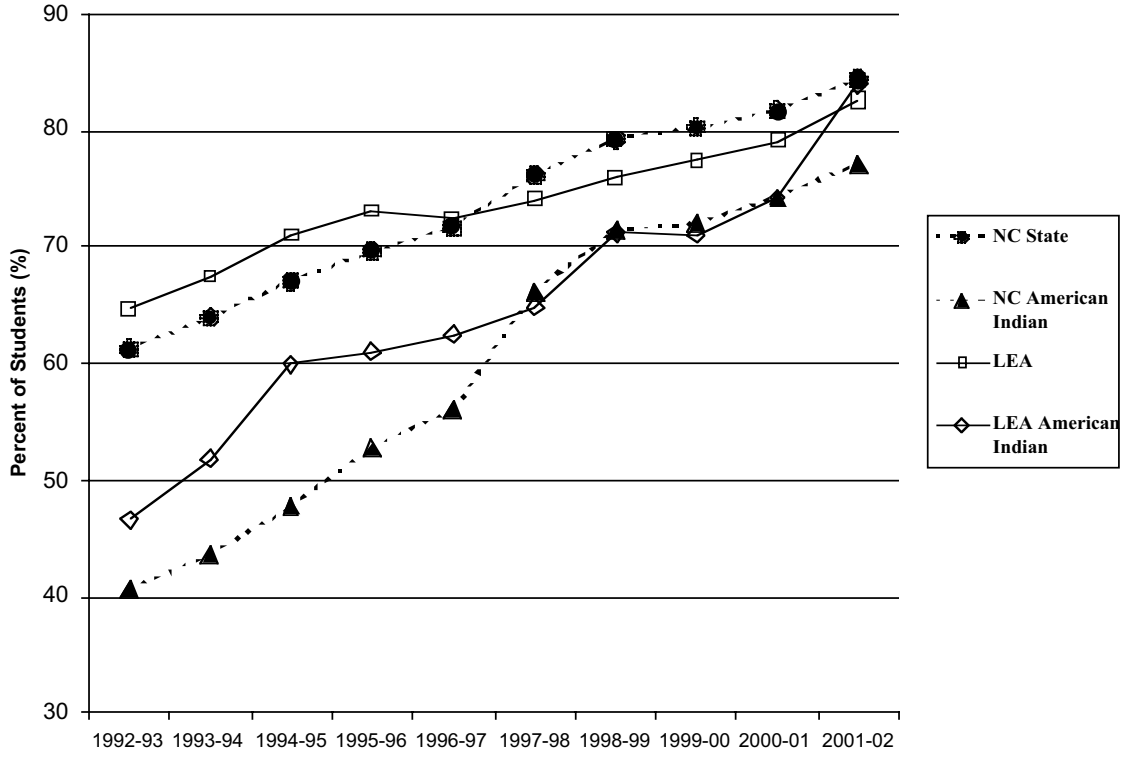
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Guilford County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Guilford County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

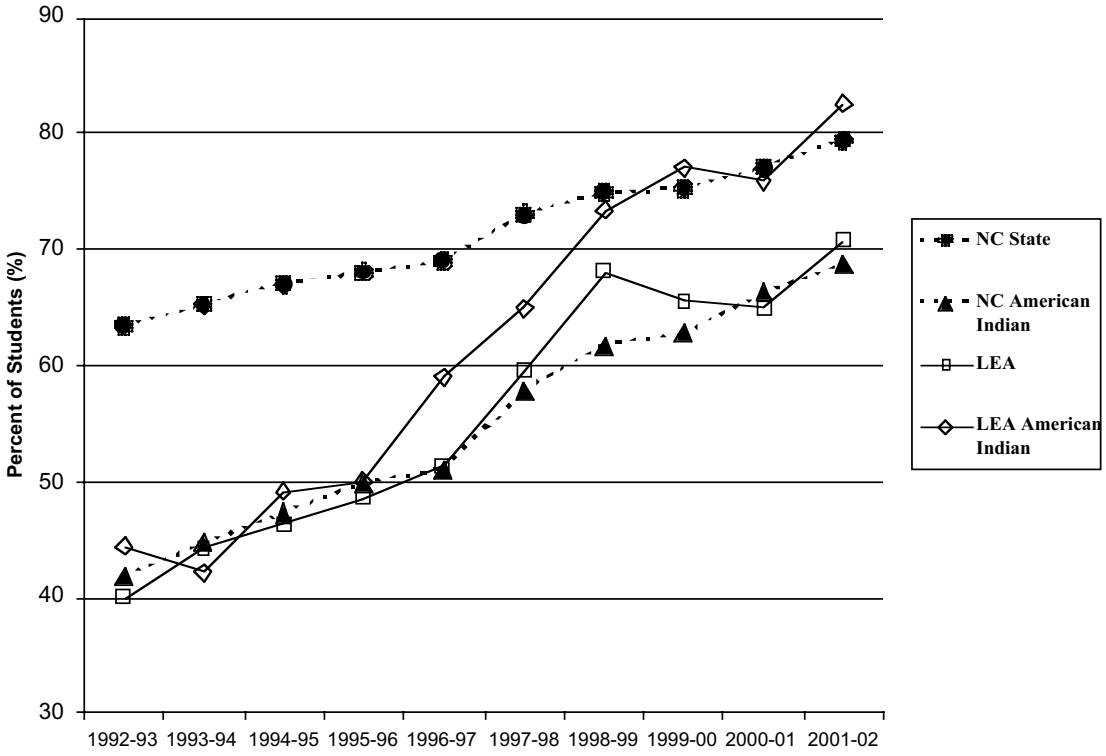
EOG	HALIFAX COUNTY						Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	68.3	95.0	77.8	93.8	84.0	66.0	75.0	67.6	63.5	71.9
	N Tested	41	24	36	16	25	500	451	490	419	430
4	% Grade Level	76.9	69.0	79.2	77.4	88.9	66.5	68.0	68.8	62.7	75.0
	N Tested	26	36	24	31	18	475	465	446	445	384
5	% Grade Level	73.5	72.0	77.4	68.8	85.7	70.2	79.0	75.5	78.2	77.0
	N Tested	34	25	31	16	28	420	458	436	422	435
6	% Grade Level	63.0	71.0	81.0	70.0	70.6	53.1	69.0	58.7	58.9	63.5
	N Tested	27	31	21	30	17	401	404	453	418	403
7	% Grade Level	63.0	67.0	66.7	75.0	75.9	46.6	59.0	61.2	60.9	62.0
	N Tested	27	28	30	20	29	476	399	410	440	411
8	% Grade Level	40.0	68.0	83.3	75.0	90.0	54.2	55.0	61.4	66.4	74.6
	N Tested	25	25	24	28	20	459	454	404	402	421

EOG	HALIFAX COUNTY						Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	61.0	70.0	83.3	87.5	78.6	59.5	70.0	61.8	52.7	68.2
	N Tested	41	24	36	16	28	500	459	497	427	450
4	% Grade Level	92.6	91.0	100.0	90.6	94.4	85.6	86.0	83.0	82.2	87.5
	N Tested	26	36	24	32	18	475	479	459	465	393
5	% Grade Level	82.4	80.0	74.2	93.8	79.3	78.4	88.0	81.5	85.6	80.8
	N Tested	34	26	31	16	29	410	467	453	430	449
6	% Grade Level	81.5	80.0	90.9	82.8	94.1	75.4	79.0	76.4	74.6	82.6
	N Tested	27	31	22	29	17	401	412	461	426	414
7	% Grade Level	77.8	82.0	73.3	90.0	75.9	70.6	77.0	72.9	66.2	71.2
	N Tested	27	28	30	20	29	476	404	410	450	420
8	% Grade Level	52.0	76.0	87.5	62.1	85.0	64.4	66.0	72.7	70.3	68.7
	N Tested	25	25	24	29	20	459	455	406	401	434

EOC	HALIFAX COUNTY						High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	52.6	58.6	54.1	60.0	50.0	32.3	43.4	32.1	47.2	47.5
	N Tested	19	29	37	20	24	458	484	521	390	488
Biology	% Grade Level	57.9	56.5	43.8	60.0	66.7	28.4	32.5	23.9	22.8	39.5
	N Tested	19	23	16	20	18	348	418	380	429	304
ELP	% Grade Level	60.0	90.9	52.6	54.8	58.8	26.9	48.9	44.7	38.2	38.9
	N Tested	5	22	19	31	17	201	468	349	448	416
English I	% Grade Level	27.0	29.6	54.2	54.5	42.3	28.3	28.9	33.5	39.7	39.7
	N Tested	37	27	24	22	26	481	492	526	408	431
US History	% Grade Level	5.6	9.5	12.5	13.3	31.6	15.5	15.7	6.4	12.8	14.1
	N Tested	18	21	24	15	19	354	343	357	328	398
Algebra II	% Grade Level	---	15.4	16.7	18.8	66.7	---	8.2	19.1	32.6	45.2
	N Tested	---	13	12	16	18	---	231	230	285	252
Physics	% Grade Level	---	0	0	0	0	---	8.6	33.3	24.4	26.7
	N Tested	---	2	3	2	3	---	35	27	41	30
Chemistry	% Grade Level	---	10.0	7.1	0	50.0	---	8.3	12.0	17.2	28.4
	N Tested	---	10	14	8	12	---	206	175	163	204
Geometry	% Grade Level	---	7.1	14.3	31.8	13.3	---	5.8	7.6	16.8	17.7
	N Tested	---	14	21	22	15	---	293	380	315	254
Phys.Science	% Grade Level	---	19.0	26.7	58.3	55.6	---	13.1	15.7	35.3	41.5
	N Tested	---	21	30	12	18	---	381	491	255	337

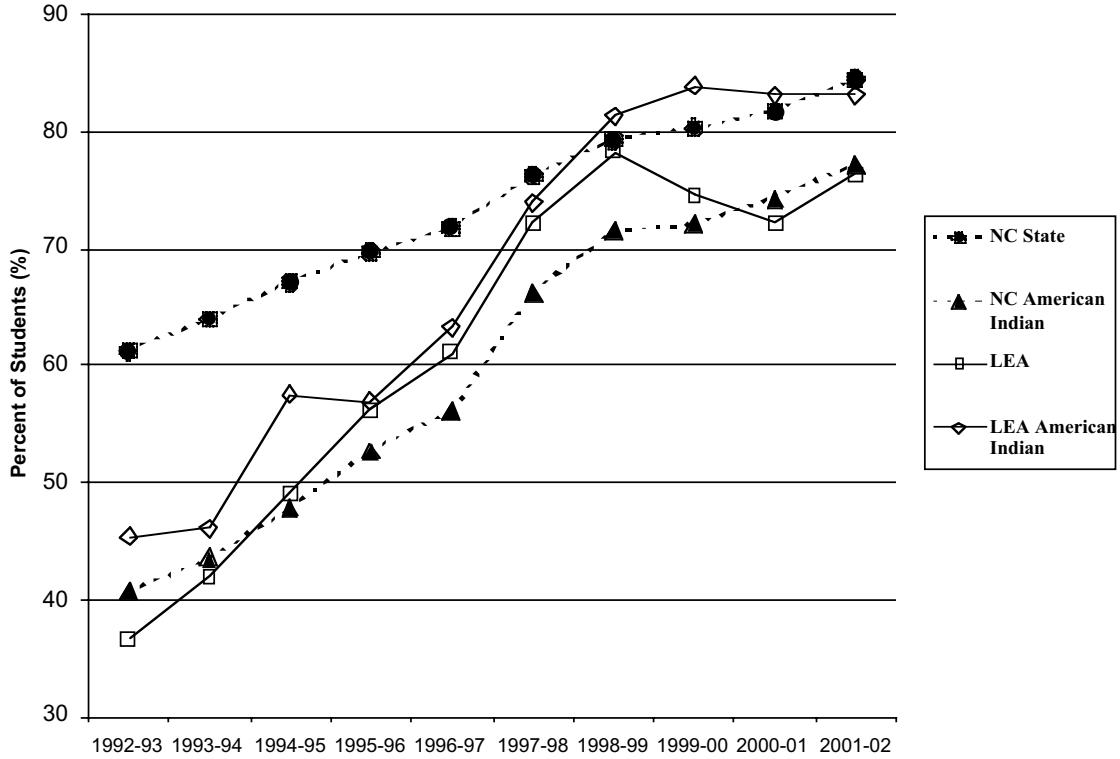
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Halifax County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Halifax County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

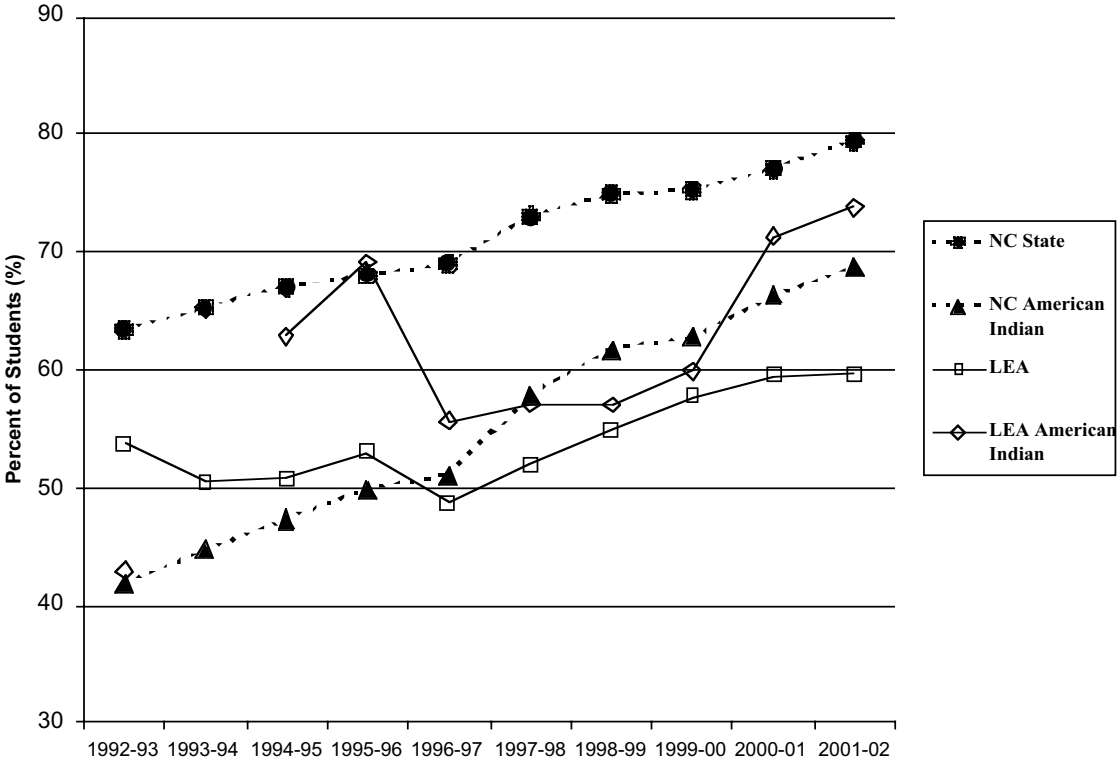
EOG	HERTFORD COUNTY						Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	100.0	100.0	62.5	0	50.0	53.8	53.0	58.6	56.5	63.8
	N Tested	2	2	8	1	4	301	307	331	306	279
4	% Grade Level	50.0	100.0	0	83.3	0	50.8	51.0	53.0	57.5	51.5
	N Tested	2	2	1	6	1	303	285	300	320	262
5	% Grade Level	75.0	0	100.0	0	85.7	52.7	55.0	61.9	63.2	67.5
	N Tested	4	1	1	1	7	294	288	291	299	317
6	% Grade Level	25.0	25.0	33.3	0	0	45.4	45.0	49.0	54.6	51.3
	N Tested	4	4	3	2	1	313	290	298	273	277
7	% Grade Level	100.0	50.0	50.0	50.0	0	46.6	55.0	54.3	58.3	55.9
	N Tested	1	4	6	4	2	343	313	282	300	261
8	% Grade Level	0	100.0	83.3	57.1	75.0	63.5	66.0	68.7	67.3	66
	N Tested	1	1	6	7	4	307	333	313	269	288

EOG	HERTFORD COUNTY						Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	50.0	100.0	62.5	100.0	50.0	46.8	48.0	55.8	46.4	59.9
	N Tested	2	2	8	1	4	301	307	335	306	287
4	% Grade Level	66.7	50.0	100.0	83.3	100.0	63.8	64.0	73.5	77.9	80.7
	N Tested	2	2	1	6	1	303	285	302	321	264
5	% Grade Level	75.0	50.0	100.0	100.0	100.0	56.4	63.0	65.1	70.2	79.5
	N Tested	4	2	1	1	7	294	291	292	299	317
6	% Grade Level	50.0	75.0	66.7	100.0	100.0	41.7	64.0	69.8	71.5	69.7
	N Tested	4	4	3	2	1	313	291	298	274	277
7	% Grade Level	0	50.0	66.7	75.0	100.0	50.3	63.0	65.4	65.3	71.0
	N Tested	1	4	6	4	2	343	313	283	300	259
8	% Grade Level	100.0	100.0	66.7	57.1	80.0	46.6	61.0	62.5	69.9	65.7
	N Tested	1	1	6	7	5	307	335	312	269	289

EOC	HERTFORD COUNTY						High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	---	100.0	100.0	40.0	25.0	22.7	22.1	39.2	27.2	53.4
	N Tested	2	1	3	5	4	309	321	347	445	223
Biology	% Grade Level	33.3	---	0	0	100.0	15.9	31.3	26.6	22.4	35.6
	N Tested	6	---	1	1	3	523	262	222	281	289
ELP	% Grade Level	---	100.0	33.3	100.0	40.0	65.4	58.6	59.4	64.9	50.5
	N Tested	3	3	3	2	5	243	220	234	222	493
English I	% Grade Level	---	0	100.0	40.0	33.3	44.8	37.1	38.5	41.9	44.2
	N Tested	0	1	1	5	6	279	369	379	327	310
US History	% Grade Level	---	33.3	---	0	0	14.4	18.3	21.9	17.0	18.8
	N Tested	2	3	---	4	1	250	290	260	264	261
Algebra II	% Grade Level	---	0	---	0	100.0	---	8.4	41.1	30.2	52.4
	N Tested	---	4	---	5	3	---	226	192	192	206
Physics	% Grade Level	---	---	---	---	---	---	37.5	16.7	---	17.3
	N Tested	---	---	---	---	---	---	8	6	---	139
Chemistry	% Grade Level	---	0	---	0	---	---	22.1	31.4	21.2	29.3
	N Tested	---	3	---	4	---	---	181	159	104	229
Geometry	% Grade Level	---	---	0	0	50.0	---	14.4	15.6	20.4	24.5
	N Tested	---	---	1	3	4	---	229	250	250	322
Phys.Science	% Grade Level	---	25.0	0	66.7	28.6	---	27.2	24.9	20.5	---
	N Tested	---	4	1	6	7	---	401	458	381	---

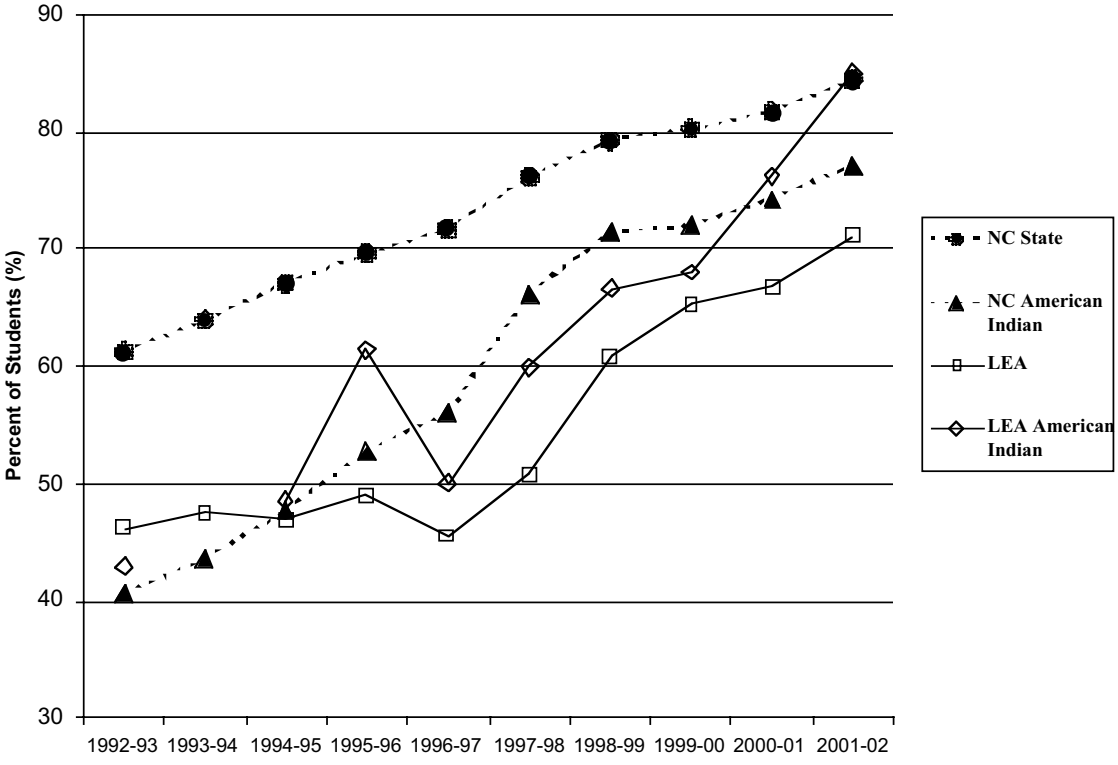
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Hertford County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Hertford County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

EOG HOKE COUNTY Reading

		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	54.0	59.0	52.9	64.0	47.3	60.4	66.0	65.7	65.4	66.3
	N Tested	63	83	51	86	55	5.2	543	487	520	480
4	% Grade Level	49.1	49.0	59.0	46.6	57.0	59.7	60.0	61.6	60.2	59.1
	N Tested	55	57	78	58	86	439	489	528	490	506
5	% Grade Level	58.7	63.0	58.2	60.2	54.4	70.2	67.0	71.4	69.7	75.9
	N Tested	46	57	55	83	57	420	435	476	531	498
6	% Grade Level	47.9	62.0	45.8	48.3	45.3	59.1	69.0	61.1	58.9	61.0
	N Tested	71	53	59	58	86	425	444	442	472	533
7	% Grade Level	38.3	56.0	61.8	59.0	49.1	59.8	65.0	67.5	65.9	64.9
	N Tested	47	74	55	61	55	433	436	452	449	456
8	% Grade Level	55.4	53.0	66.2	68.6	79.7	68.5	68.0	71.2	73.5	77.9
	N Tested	56	41	68	51	59	422	399	413	434	429

EOG HOKE COUNTY Math

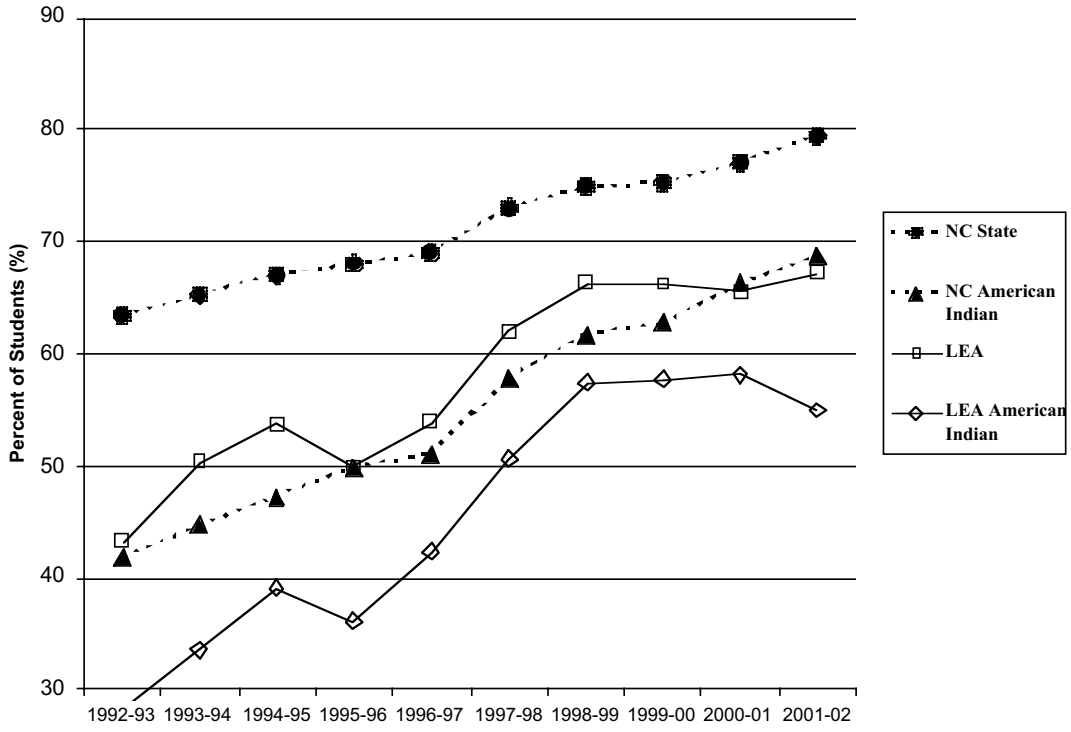
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	54.7	66.0	51.9	50.6	49.1	59.0	64.0	63.8	59.1	62.4
	N Tested	63	83	52	87	55	520	549	497	521	481
4	% Grade Level	53.6	70.0	80.0	72.9	79.1	64.6	77.0	80.4	77.2	77.4
	N Tested	65	58	80	59	86	439	494	535	491	508
5	% Grade Level	61.7	72.0	62.5	66.3	64.9	78.7	76.0	76.0	76.0	79.9
	N Tested	46	59	56	83	57	420	439	479	533	498
6	% Grade Level	67.1	75.0	70.7	60.3	69.8	69.7	80.0	77.4	77.1	77.3
	N Tested	71	54	58	58	86	425	453	443	472	532
7	% Grade Level	52.1	66.0	67.9	66.1	66.1	65.6	66.0	74.3	72.4	72.3
	N Tested	47	72	56	62	56	433	438	451	449	458
8	% Grade Level	53.6	68.0	66.2	58.0	78.0	61.3	73.0	70.9	69.4	75.3
	N Tested	56	41	68	50	59	422	399	412	434	429

EOC HOKE COUNTY High School Subjects

		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	37.2	36.7	50.8	46.3	58.0	46.9	45.8	52.2	58.7	68.8
	N Tested	43	49	59	54	69	392	498	513	395	455
Biology	% Grade Level	23.5	22.6	28.1	34.7	40.0	44.0	37.4	35.9	40.4	51.2
	N Tested	44	53	64	49	50	334	476	443	423	342
ELP	% Grade Level	62.0	61.5	50.0	38.6	49.4	65.8	60.9	60.6	53.8	61.0
	N Tested	5	26	30	57	85	263	256	254	613	597
English I	% Grade Level	27.7	47.1	36.5	58.0	51.7	47.7	54.7	52.7	58.0	61.9
	N Tested	65	68	52	69	60	480	475	442	445	478
US History	% Grade Level	41.7	27.5	14.3	18.4	10.3	43.8	32.2	29.1	23.8	29
	N Tested	24	40	35	38	29	265	332	316	319	303
Algebra II	% Grade Level	---	25.0	42.9	42.3	59.3	---	37.0	45.6	44.7	51.7
	N Tested	---	24	21	26	27	---	230	250	275	269
Physics	% Grade Level	---	0	100.0	0	33.3	---	37.5	71.4	50.0	37.9
	N Tested	---	2	1	1	3	---	24	14	20	29
Chemistry	% Grade Level	---	9.5	4.3	21.1	25.0	---	12.1	16.4	45.4	51.7
	N Tested	---	21	23	19	4	---	215	280	185	87
Geometry	% Grade Level	---	24.2	15.9	31.9	42.9	---	33.8	26.1	31.2	40.3
	N Tested	---	33	44	47	42	---	337	440	407	372
Phys.Science	% Grade Level	---	0	0	17.4	16.7	---	26.7	39.1	25.0	42.9
	N Tested	---	5	7	23	24	---	30	69	168	170

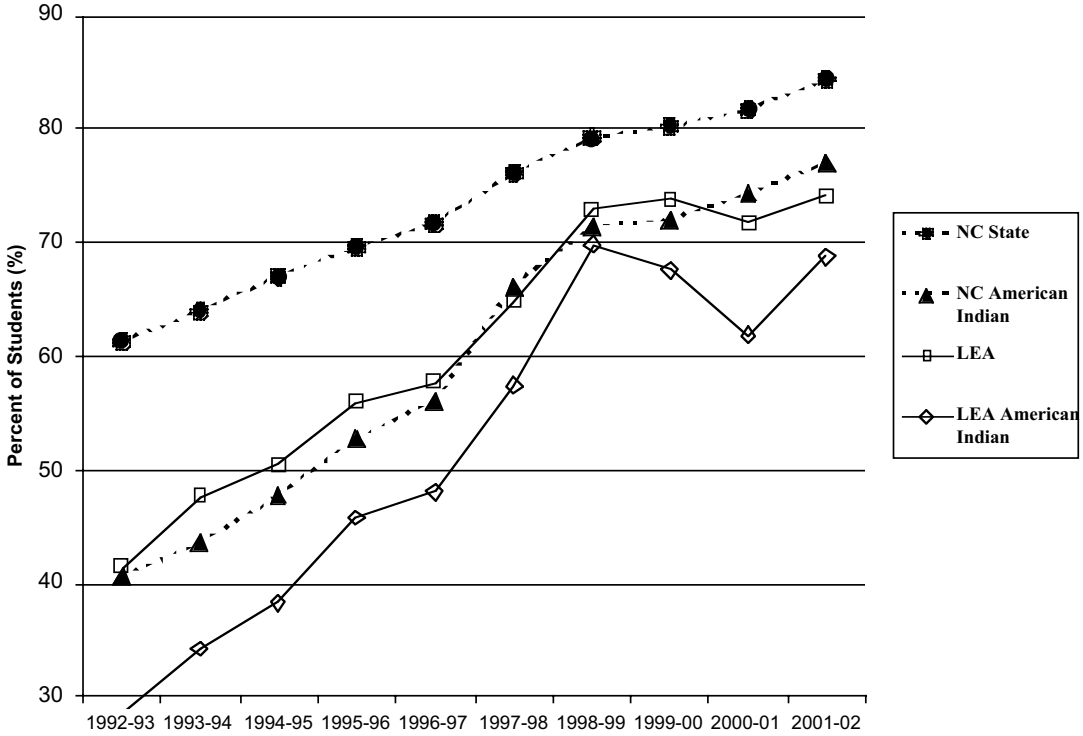
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Hoke County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Hoke County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

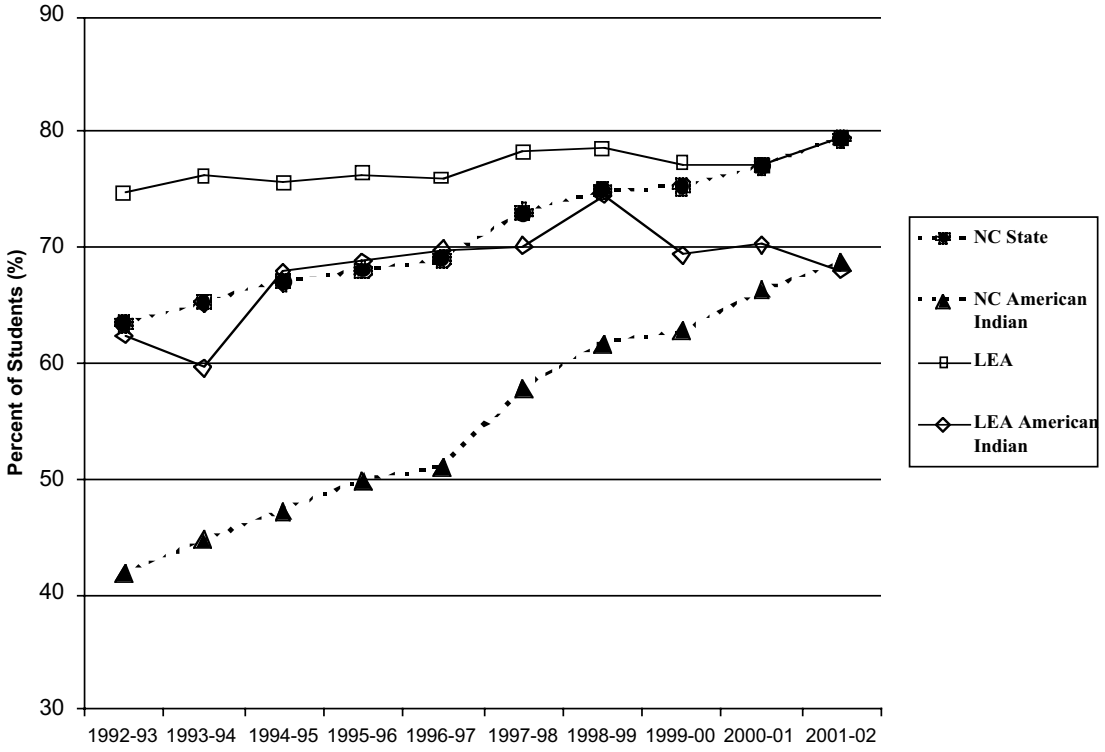
EOG		JACKSON COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	64.5	60.0	59.4	62.5	90.6	76.2	74.0	73.5	69.7	84.1
	N Tested	31	25	32	32	32	261	290	294	264	251
4	% Grade Level	57.1	67.0	44.0	55.9	34.2	74.3	72.0	73.4	74.2	70.0
	N Tested	14	28	25	34	38	237	262	304	279	270
5	% Grade Level	91.7	80.0	74.2	74.1	73.5	76.9	79.0	75.3	77.1	82.0
	N Tested	24	15	31	27	34	277	235	291	292	289
6	% Grade Level	72.0	84.0	68.8	66.7	70.4	81.4	80.0	76.5	74.3	73.9
	N Tested	25	26	16	27	27	258	275	247	272	303
7	% Grade Level	61.1	85.0	82.8	78.9	61.5	75.1	85.0	79.6	82.4	76.5
	N Tested	18	27	29	19	26	257	280	294	250	281
8	% Grade Level	67.6	71.0	85.2	87.5	88.0	85.5	79.0	87.1	85.2	92.4
	N Tested	34	21	27	32	25	282	278	286	298	249

EOG		JACKSON COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	74.2	72.0	84.4	78.1	78.1	73.2	74.0	77.2	78.8	80.7
	N Tested	31	25	32	32	32	261	290	294	264	254
4	% Grade Level	78.6	78.0	72.0	77.1	71.1	82.3	89.0	90.2	86.2	84.5
	N Tested	14	28	25	35	38	237	262	305	283	271
5	% Grade Level	87.5	86.0	80.6	63.0	80.0	75.9	85.0	84.9	80.7	83.4
	N Tested	24	15	31	27	35	277	235	291	295	290
6	% Grade Level	88.0	96.0	81.3	82.1	66.7	89.5	85.0	91.5	87.9	86.0
	N Tested	25	26	16	28	27	258	276	248	272	308
7	% Grade Level	77.8	88.0	89.7	95.0	74.1	83.3	91.0	85.8	86.1	86.3
	N Tested	18	27	29	20	27	257	279	295	251	284
8	% Grade Level	100.0	71.0	81.5	87.5	80.8	80.7	80.0	89.1	85.2	87.3
	N Tested	2	21	27	32	26	410	278	285	297	251

EOC		JACKSON COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	50.0	61.9	71.4	85.0	70.0	64.2	76.6	77.3	80.9	78.3
	N Tested	16	21	14	20	30	243	274	273	272	290
Biology	% Grade Level	33.3	50.0	39.1	57.9	55.6	58.4	66.0	65.7	77.7	78.1
	N Tested	12	12	23	19	18	259	209	248	260	247
ELP	% Grade Level	47.1	40.0	31.8	33.3	54.5	71.2	65.0	69.6	66.9	62.2
	N Tested	17	30	22	27	33	347	329	299	302	323
English I	% Grade Level	40.9	47.1	46.2	44.4	66.7	64.6	68.8	76.9	72.3	73.2
	N Tested	22	34	26	27	33	305	295	294	285	299
US History	% Grade Level	38.9	33.3	22.2	31.6	61.1	41.9	47.0	53.1	62.1	60.2
	N Tested	18	9	9	19	18	191	217	241	232	244
Algebra II	% Grade Level	---	22.2	0	70.0	40.0	---	58.9	52.8	66.0	78.4
	N Tested	---	9	5	10	5	---	185	161	191	162
Physics	% Grade Level	---	---	100.0	0	---	---	63.2	91.3	66.7	85.7
	N Tested	---	---	1	1	---	---	19	23	9	21
Chemistry	% Grade Level	---	66.7	66.7	16.7	50.0	---	72.1	57.9	66.1	75.4
	N Tested	---	3	6	6	4	---	111	114	118	118
Geometry	% Grade Level	---	22.2	33.3	66.7	66.7	---	54.9	61.7	65.4	66.3
	N Tested	---	9	12	12	9	---	195	206	211	199
Phys.Science	% Grade Level	---	37.5	36.7	33.3	50.0	---	62.3	63.9	57.7	54.1
	N Tested	---	32	30	27	30	---	324	316	284	290

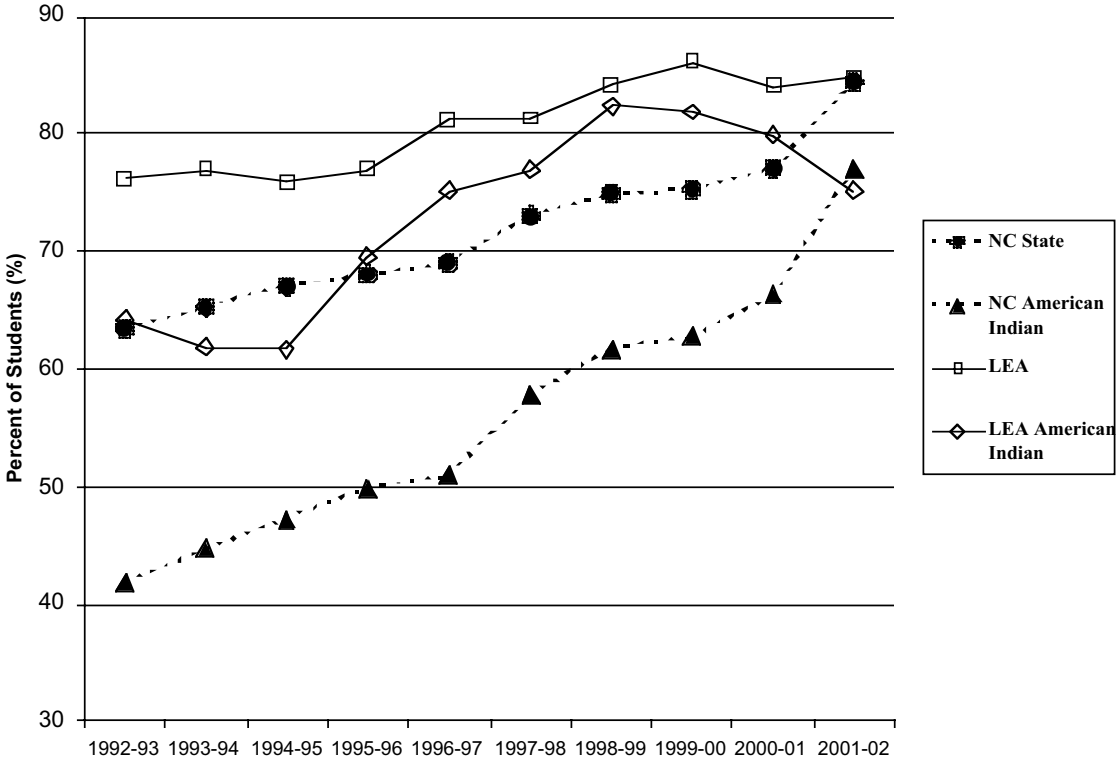
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Jackson County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Jackson County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

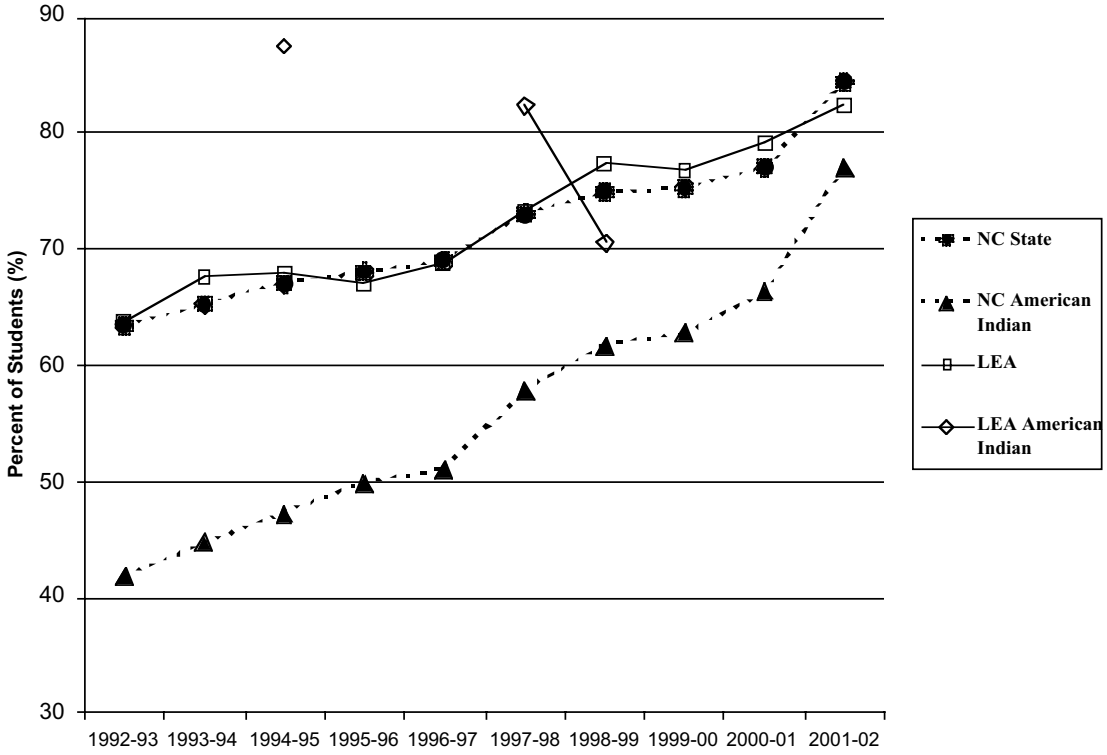
EOG	PERSON COUNTY	Reading									
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	50.0	66.0	---	100.0	0	68.9	74.0	---	77.6	85.5
	N Tested	4	3	---	2	2	488	510	492	459	491
4	% Grade Level	100.0	0	50.0	100.0	0	70.9	74.0	75.6	73.2	78.8
	N Tested	5	3	2	1	2	416	469	488	437	433
5	% Grade Level	66.7	100.0	100.0	100.0	---	75.7	84.0	85.6	86.5	87.9
	N Tested	3	4	1	2	---	453	433	457	465	445
6	% Grade Level	100.0	66.0	100.0	100.0	66.7	70.4	68.0	68.8	73.2	75.8
	N Tested	3	3	3	3	3	436	472	464	451	479
7	% Grade Level	100.0	100.0	66.7	100.0	0	73.3	80.0	74.3	76.8	79.6
	N Tested	1	3	3	3	1	405	427	471	462	476
8	% Grade Level	100.0	100.0	100.0	100.0	0	81.0	85.0	81.3	87.4	87.3
	N Tested	2	1	2	2	3	410	393	401	452	448

EOG	PERSON COUNTY	Math									
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	50.0	100.0	---	100.0	50.0	67.2	68.0	68.3	73.6	80.1
	N Tested	4	3	---	2	2	488	512	492	458	493
4	% Grade Level	100.0	66.0	100.0	100.0	100.0	82.7	84.0	89.0	88.6	91.9
	N Tested	4	3	2	1	2	416	471	489	438	434
5	% Grade Level	66.7	100.0	100.0	100.0	---	78.4	87.0	88.2	91.7	93.1
	N Tested	3	4	2	2	---	453	434	459	468	447
6	% Grade Level	100.0	100.0	100.0	100.0	100.0	81.0	81.0	82.6	88.7	91.1
	N Tested	3	3	3	3	3	436	473	465	453	482
7	% Grade Level	10.0	100.0	66.7	100.0	50.0	78.0	80.0	77.9	81.8	85.4
	N Tested	1	3	3	3	2	405	428	471	466	479
8	% Grade Level	100.0	100.0	100.0	100.0	100.0	80.7	82.0	86.1	85.3	85.1
	N Tested	2	1	2	2	3	410	392	402	455	450

EOC	PERSON COUNTY	High School Subjects									
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	---	100.0	100.0	100.0	75.0	55.3	59.7	69.0	74.9	83.0
	N Tested	0	3	1	2	4	450	501	426	450	453
Biology	% Grade Level	---	100.0	100.0	0	0	60.3	61.5	56.4	66.2	73.7
	N Tested	2	1	1	1	2	325	364	305	314	315
ELP	% Grade Level	---	---	75.0	---	50.0	62.3	66.7	64.0	72.3	73.9
	N Tested	1	---	4	---	2	443	21	392	368	364
English I	% Grade Level	---	50.0	---	50.0	100.0	54.6	70.4	79.6	76.1	67.5
	N Tested	1	2	---	2	2	441	423	401	389	462
US History	% Grade Level	---	100.0	100.0	75.0	---	42.3	39.9	34.9	41.4	47.1
	N Tested	3	1	1	4	---	343	321	358	348	342
Algebra II	% Grade Level	---	100.0	---	100.0	---	---	54.5	63.4	73.2	80.8
	N Tested	---	1	---	2	---	---	200	227	246	240
Physics	% Grade Level	---	---	---	---	---	100.0	57.5	42.6	37.5	45.8
	N Tested	---	---	---	---	---	1	40	61	16	24
Chemistry	% Grade Level	---	100.0	---	0	---	---	61.8	64.9	57.6	75.8
	N Tested	---	1	---	1	---	---	144	148	203	161
Geometry	% Grade Level	---	---	---	---	50.0	66.7	57.5	65.6	60.4	68.3
	N Tested	---	---	---	---	2	3	299	311	326	287
Phys.Science	% Grade Level	---	50.0	---	50.0	0	---	63.2	61.9	65.6	46.3
	N Tested	---	2	---	2	1	---	250	344	250	328

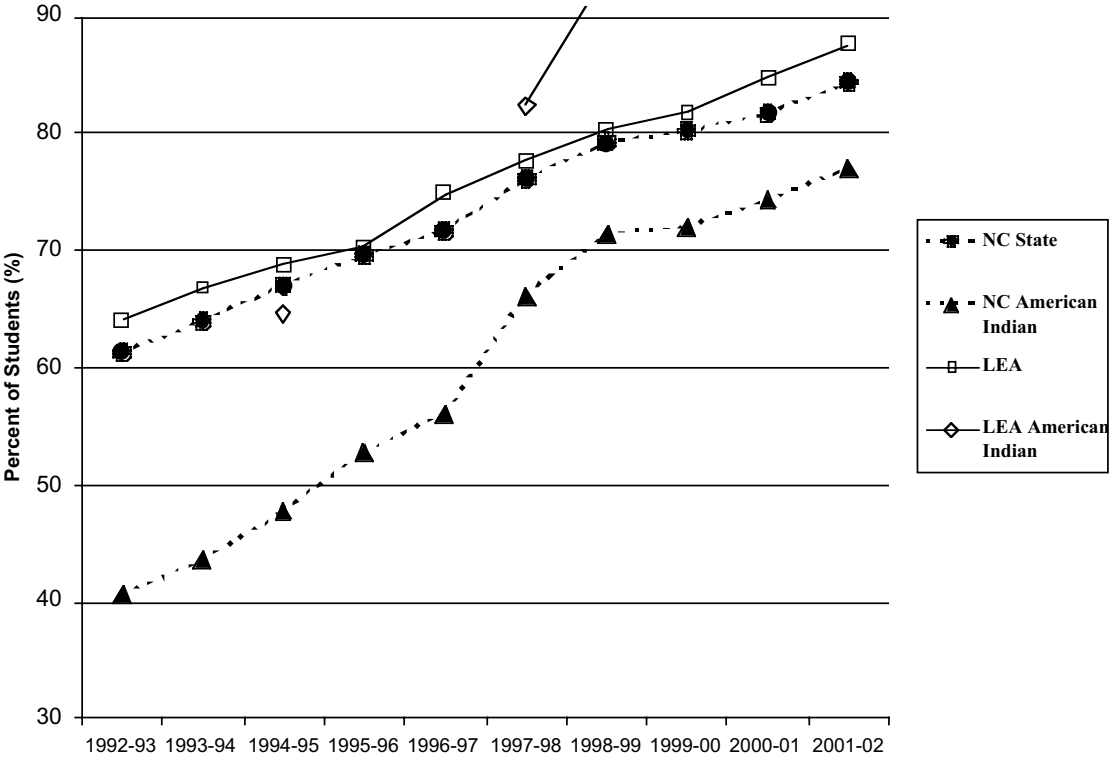
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Person County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Person County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

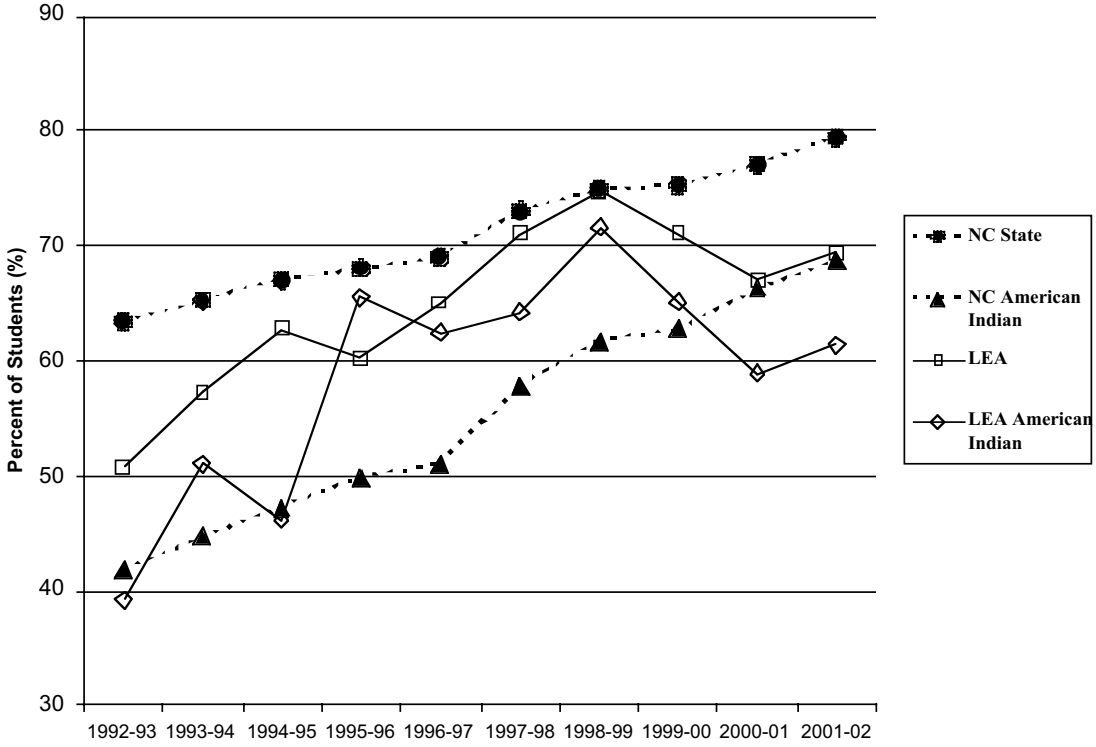
EOG		RICHMOND COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	57.1	57.0	60.0	61.1	61.5	72.3	77.0	67.4	64.6	74.3
	N Tested	7	7	15	18	13	669	648	654	697	646
4	% Grade Level	81.8	88.0	22.2	38.9	56.3	61.7	64.0	62.8	57.0	59.1
	N Tested	11	9	9	18	16	601	659	646	670	658
5	% Grade Level	81.8	66.0	77.8	50.0	55.6	73.6	70.0	69.7	70.9	71.4
	N Tested	11	12	9	10	18	557	591	644	645	678
6	% Grade Level	45.4	100.0	77.8	75.0	55.6	74.1	79.0	71.6	63.6	70.0
	N Tested	11	9	9	8	9	564	555	592	693	647
7	% Grade Level	50.0	28.0	75.0	45.5	60.0	67.7	76.0	74.0	69.9	65.2
	N Tested	4	7	12	11	10	643	578	600	607	702
8	% Grade Level	58.3	100.0	77.8	92.3	83.3	77.4	80.0	82.4	78.1	78.1
	N Tested	12	2	9	13	12	552	606	535	599	608

EOG		RICHMOND COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	57.1	42.0	53.3	50.0	84.6	69.5	71.0	65.0	58.3	74.1
	N Tested	7	7	15	18	13	669	649	654	698	644
4	% Grade Level	63.6	66.0	40.0	66.7	75.0	78.3	78.0	79.7	73.3	75.8
	N Tested	11	9	10	18	16	601	662	649	666	658
5	% Grade Level	90.0	83.0	66.7	40.0	72.2	78.3	80.0	73.8	78.3	76.3
	N Tested	11	12	9	10	18	557	591	646	645	674
6	% Grade Level	72.7	100.0	77.8	87.5	55.6	83.9	87.0	82.6	77.0	83.1
	N Tested	11	9	9	8	9	564	554	591	691	646
7	% Grade Level	50.0	100.0	83.3	63.6	80.0	73.9	84.0	80.4	74.6	73.8
	N Tested	4	7	12	11	10	643	576	601	607	698
8	% Grade Level	66.7	100.0	66.7	69.2	75.0	73.5	80.0	80.4	72.7	75.7
	N Tested	12	2	9	13	12	552	605	536	600	604

EOC		RICHMOND COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	18.2	14.3	na	66.7	80.0	53.2	52.0	85.0	80.0	70.3
	N Tested	11	7	na	3	10	510	523	160	530	636
Biology	% Grade Level	57.1	28.6	42.9	33.3	80.0	47.0	44.2	40.3	58.0	57.6
	N Tested	14	7	7	3	5	541	582	556	538	495
ELP	% Grade Level	60.0	50.0	0	33.3	66.7	69.1	52.6	57.9	58.9	57.6
	N Tested	5	12	1	6	9	601	576	610	518	564
English I	% Grade Level	---	45.5	0	33.3	66.7	62.8	60.3	68.2	70.3	70.2
	N Tested	4	11	1	6	9	581	585	623	516	524
US History	% Grade Level	---	60.0	25.0	50.0	0	36.1	40.5	41.4	35.2	33.0
	N Tested	4	10	4	---	3	393	412	428	389	528
Algebra II	% Grade Level	---	40.0	0	---	50.0	---	33.5	44.6	70.7	81.9
	N Tested	---	5	2	---	2	---	269	285	304	309
Physics	% Grade Level	---	100.0	---	---	---	---	97.5	97.1	77.4	72.7
	N Tested	---	1	---	---	---	---	40	34	31	11
Chemistry	% Grade Level	---	100.0	100.0	66.7	---	---	75.4	82.2	62.9	78.0
	N Tested	---	3	1	3	---	---	195	197	178	177
Geometry	% Grade Level	---	0	0	40.0	33.3	---	37.6	35.4	47.8	52.1
	N Tested	---	6	4	5	3	---	394	418	404	445
Phys.Science	% Grade Level	---	30.0	100.0	0	---	---	53.2	57.0	38.8	64.6
	N Tested	---	---	1	2	---	---	457	449	98	113

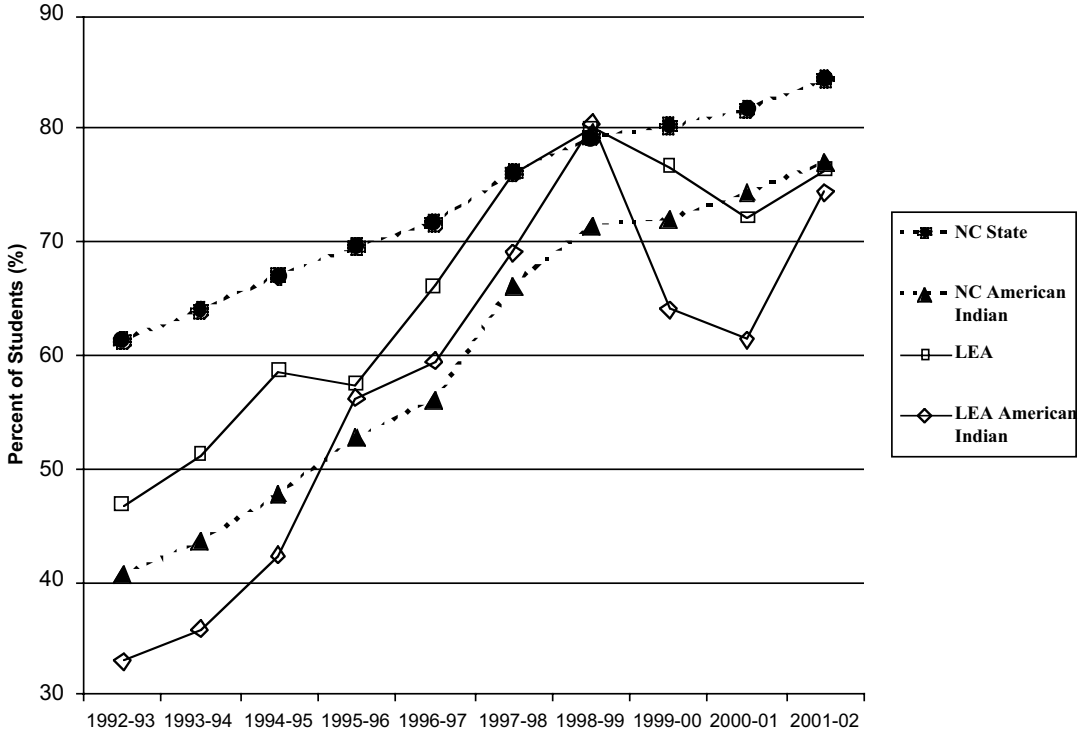
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Richmond County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Richmond County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

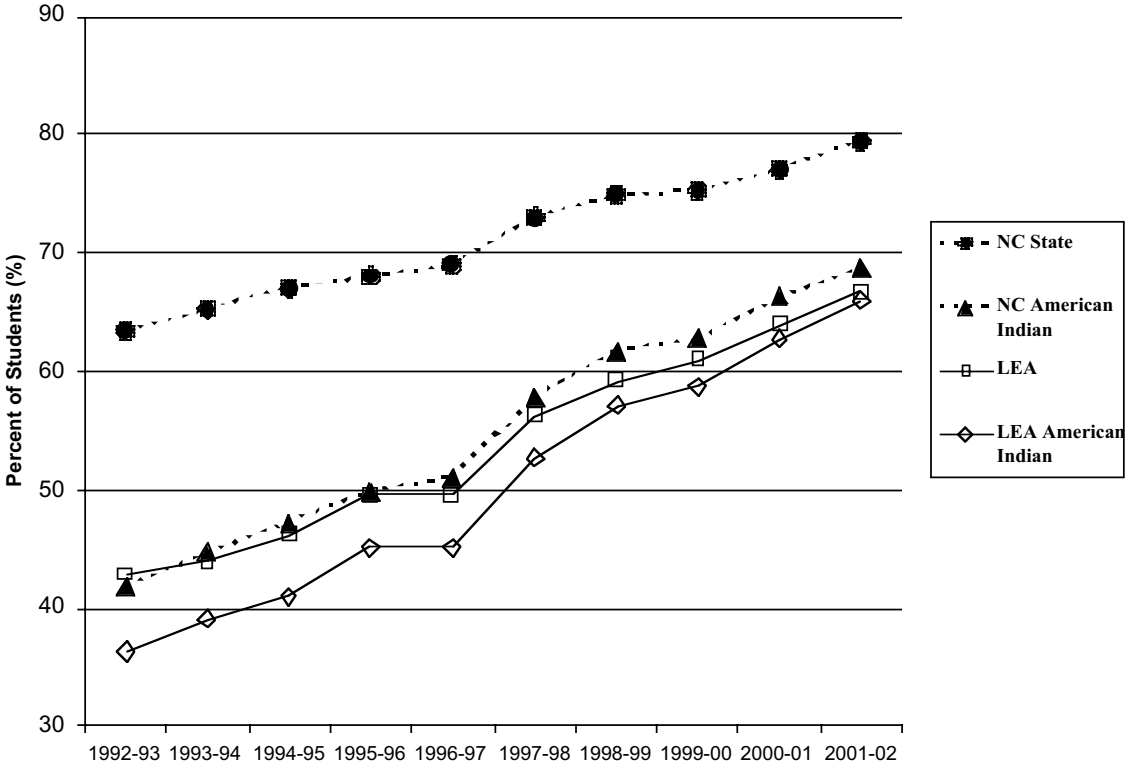
EOG		ROBESON COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	51.7	60.0	61.8	66.6	70.5	54.8	63.0	65.2	70.4	71.6
	N Tested	750	804	844	815	792	1823	1849	1894	1877	1813
4	% Grade Level	44.8	55.0	57.9	58.2	67.2	51.5	56.0	61.2	61.5	66.6
	N Tested	712	713	767	787	755	1713	1751	1768	1799	1794
5	% Grade Level	54.1	51.0	58.4	67.9	65.7	56.1	54.0	59.4	68.1	67.4
	N Tested	798	715	700	747	794	1774	1741	1725	1734	1811
6	% Grade Level	51.8	52.0	47.0	54.8	59.2	54.8	55.0	51.5	54.5	59.8
	N Tested	706	771	692	631	699	1656	1735	1708	1632	1653
7	% Grade Level	52.4	59.0	54.4	56.2	61.7	55.6	61.0	57.7	58.5	59.8
	N Tested	710	670	776	678	629	1581	1608	1736	1595	1632
8	% Grade Level	629	64.0	71.3	71.4	71.0	66.1	64.0	69.1	70.0	74.8
	N Tested	739	705	675	751	655	1709	1626	1611	1672	1566

EOG		ROBESON COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	51.4	60.0	61.2	67.2	66.5	52.6	63.0	63.1	68.9	66.9
	N Tested	750	815	858	823	814	1823	1866	1912	1896	1857
4	% Grade Level	63.2	75.0	78.7	77.5	82.8	65.5	75.0	79.0	79.6	81.5
	N Tested	712	722	775	821	774	1713	1773	1787	1848	1840
5	% Grade Level	62.3	65.0	66.5	76.4	75.9	61.8	67.0	65.7	76.0	75.5
	N Tested	798	719	704	766	816	1774	1750	1737	1775	1854
6	% Grade Level	71.7	72.0	68.1	75.7	79.9	71.3	71.0	69.6	73.7	78.9
	N Tested	706	778	698	646	716	1656	1757	1722	1673	1688
7	% Grade Level	71.1	77.0	70.5	70.3	75.9	71.6	76.0	69.4	72.0	74.2
	N Tested	710	671	784	683	643	1581	1615	1759	1607	1661
8	% Grade Level	69.9	68.0	72.6	74.3	75.2	70.8	67.0	70.9	73.2	75.2
	N Tested	739	709	676	755	657	1709	1636	1616	1677	1571

EOC		ROBESON COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	46.8	50.6	43.8	63.4	71.4	51.8	56.2	47.5	62.5	67.8
	N Tested	530	563	696	629	643	1322	1316	1591	1500	1582
Biology	% Grade Level	46.8	41.8	29.5	39.1	55.6	51.8	43.7	35.7	43.1	53.1
	N Tested	530	462	613	507	487	1322	1108	1437	1280	1232
ELP	% Grade Level	37.3	38.4	31.0	49.5	43.4	42.2	48.4	36.5	50.2	48.2
	N Tested	550	581	710	566	742	1250	1406	1643	1482	1722
English I	% Grade Level	41.1	42.1	43.1	41.7	44.3	47.1	46.5	45.5	43.9	48.9
	N Tested	628	788	785	741	817	1476	1814	1785	1766	1817
US History	% Grade Level	31.3	20.9	19.8	28.2	29.7	39.5	25.9	23.5	34.8	38.8
	N Tested	754	98	479	483	434	1660	1183	1151	1215	1091
Algebra II	% Grade Level	---	25.0	28.2	53.8	70.0	---	25.5	29.7	53.7	69.1
	N Tested	---	324	287	318	283	---	813	824	750	727
Physics	% Grade Level	---	15.7	16.7	41.9	64.5	---	31.4	35.9	43.1	66.3
	N Tested	---	51	24	43	31	---	140	117	123	83
Chemistry	% Grade Level	---	32.8	37.3	38.6	55.4	---	35.3	38.8	42.1	63.2
	N Tested	---	290	201	241	195	---	688	613	608	465
Geometry	% Grade Level	---	21.9	29.5	43.6	40.7	---	28.1	31.9	42.2	43.0
	N Tested	---	375	386	383	381	---	971	928	944	928
Phys.Science	% Grade Level	---	26.9	22.6	27.1	53.5	---	35.8	24.5	34.7	56.9
	N Tested	---	547	704	133	243	---	1304	1731	251	378

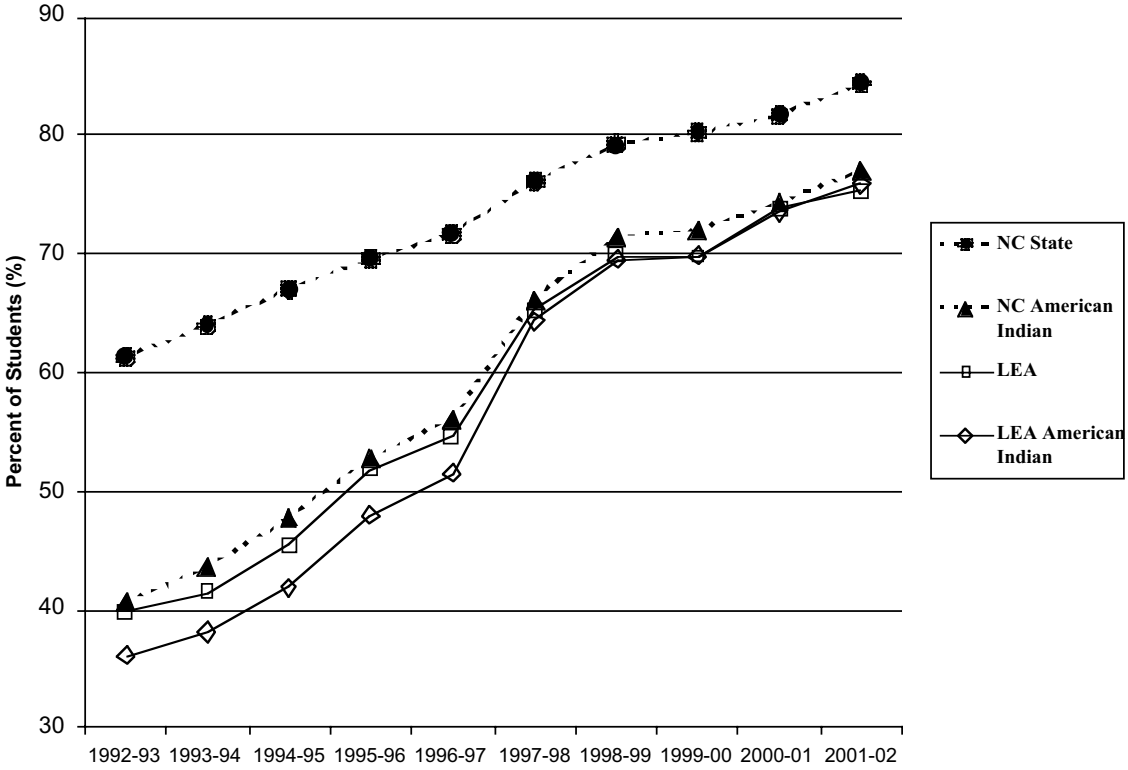
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Robeson County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Robeson County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

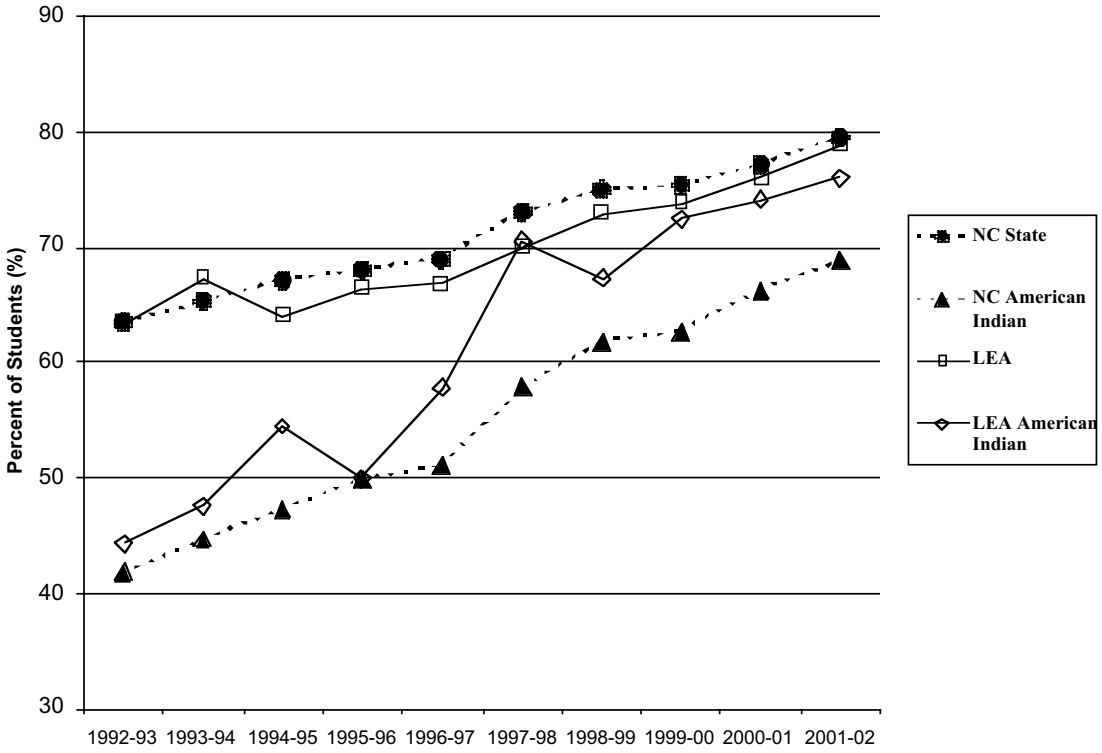
EOG		SAMPSON COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	75	81	66.7	66.7	57.1	67.4	72	76.7	77.2	77.2
	N Tested	8	11	12	6	7	589	590	584	631	628
4	% Grade Level	83.3	60	66.7	72.7	71.4	72.1	67	68	73.8	79.4
	N Tested	6	10	12	11	7	567	592	581	602	603
5	% Grade Level	75	66	100	76.9	90.9	70.7	78	81.7	84	86.4
	N Tested	8	9	7	13	11	526	586	590	570	589
6	% Grade Level	42.9	75	60	62.5	80	67.1	69	67.7	66.8	71.5
	N Tested	7	8	10	8	10	532	527	606	591	579
7	% Grade Level	88.9	37	62.5	66.7	66.7	69.8	72	71	72.3	72.8
	N Tested	9	8	8	9	9	524	550	520	620	614
8	% Grade Level	50	77	88.9	0	80	73	77	77.4	82.5	86.2
	N Tested	6	9	9	7	10	463	530	561	510	587

EOG		SAMPSON COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	87.5	81.0	91.7	50.0	57.1	69.3	68.0	75.8	73.7	75.2
	N Tested	8	11	12	6	7	589	598	590	636	633
4	% Grade Level	50.0	70.0	75.0	90.9	100.0	82.7	82.0	85.4	85.6	90.8
	N Tested	6	10	12	11	7	567	594	588	606	606
5	% Grade Level	87.5	66.0	85.7	76.9	90.9	69.8	85.0	84.6	87.7	89.3
	N Tested	8	9	7	13	11	526	588	596	575	591
6	% Grade Level	71.4	87.0	80.0	75.0	70.0	82.4	79.0	82.7	80.2	85.1
	N Tested	7	8	10	8	10	532	529	608	592	582
7	% Grade Level	66.7	62.0	87.5	77.8	66.7	74.2	82.0	76.2	78.4	84.3
	N Tested	9	8	8	9	9	524	552	521	620	618
8	% Grade Level	50.0	88.0	88.9	85.7	80.0	71.8	81.0	76.6	76.0	82.2
	N Tested	6	9	9	7	10	463	531	563	512	589

EOC		SAMPSON COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	0	100.0	80.0	75.0	85.7	38.9	59.4	68.4	80.9	84.1
	N Tested	7	2	5	8	7	471	480	554	502	503
Biology	% Grade Level	12.5	0	50.0	71.4	80.0	38.2	44.4	44.5	53.6	60.0
	N Tested	8	2	4	7	5	479	471	434	487	482
ELP	% Grade Level	---	66.7	20.0	40.0	60.0	51.2	63.8	61.6	56.9	66.9
	N Tested	3	3	5	5	5	588	450	424	267	487
English I	% Grade Level	---	75.0	71.4	70.0	80.0	45.1	62.2	65.7	63.4	60.2
	N Tested	3	4	7	10	5	592	468	543	569	576
US History	% Grade Level	---	75.0	0	16.7	25.0	36.2	55.8	46.3	41.7	39.6
	N Tested	3	4	2	6	8	434	400	447	405	449
Algebra II	% Grade Level	---	50.0	50.0	100.0	100.0	---	46.7	58.8	66.1	73.3
	N Tested	---	2	4	1	2	---	319	279	298	285
Physics	% Grade Level	---	---	---	---	---	---	64.3	70.6	95.5	---
	N Tested	---	---	---	---	---	---	42	34	22	---
Chemistry	% Grade Level	---	66.7	0	100.0	---	---	58.3	62.2	68.3	77.1
	N Tested	---	3	1	1	---	---	247	230	208	175
Geometry	% Grade Level	---	20.0	100.0	60.0	16.7	---	53.4	58.2	53.3	62.8
	N Tested	---	5	3	5	6	---	341	335	345	347
Phys.Science	% Grade Level	---	66.7	---	---	44.4	---	52.2	25.0	76.6	53.2
	N Tested	---	3	---	---	9	---	469	4	145	391

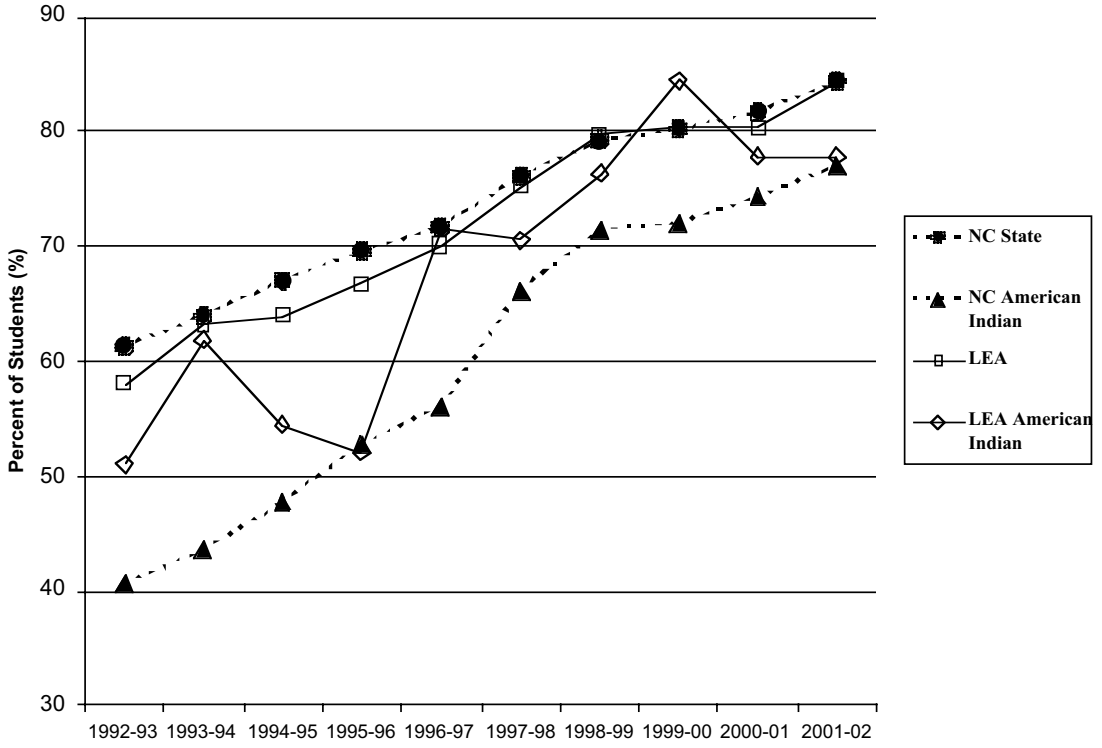
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Sampson County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Sampson County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

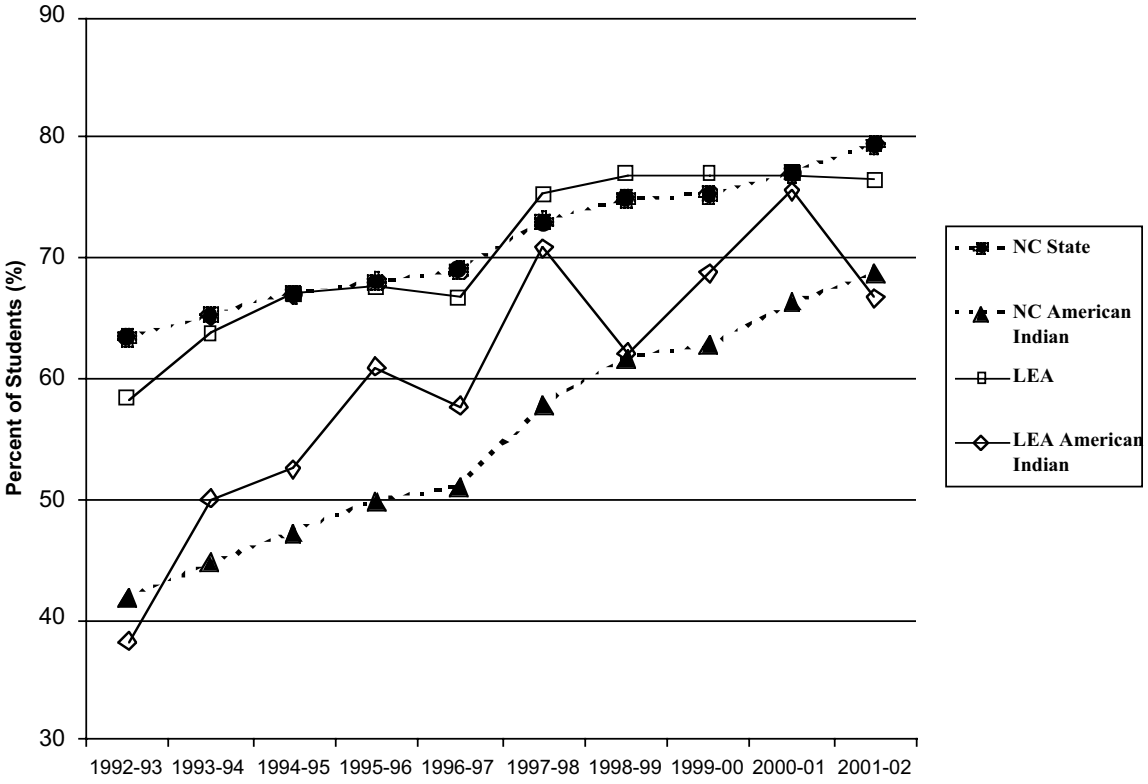
EOG		CLINTON CITY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	77.8	50.0	71.4	83.3	66.7	80.0	78.0	80.3	76.4	79.4
	N Tested	9	4	7	12	6	200	203	213	225	204
4	% Grade Level	71.4	75.0	40.0	83.3	58.3	67.2	73.0	74.9	82.0	70.5
	N Tested	7	8	5	6	12	177	199	207	211	220
5	% Grade Level	85.7	50.0	80.0	80.0	85.7	72.4	77.0	77.8	80.6	86.2
	N Tested	7	4	10	5	7	174	189	198	211	217
6	% Grade Level	58.3	57.0	40.0	63.6	60.0	76.1	68.0	65.5	61.0	68.6
	N Tested	12	7	5	11	5	184	170	200	213	207
7	% Grade Level	25.0	80.0	71.4	0	58.3	74.4	85.0	75.9	79.0	73.3
	N Tested	4	10	7	3	12	176	184	170	205	221
8	% Grade Level	88.8	25.0	81.8	62.5	0	81.5	77.0	88.8	84.8	81.5
	N Tested	9	4	11	8	3	184	171	179	171	195

EOG		CLINTON CITY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	55.6	50.0	71.4	91.7	66.7	71.0	75.0	71.8	70.2	72.1
	N Tested	9	4	7	12	6	200	203	213	225	204
4	% Grade Level	85.7	87.0	60.0	83.3	75.0	84.7	82.0	88.4	88.6	90.9
	N Tested	7	8	5	6	12	177	199	207	211	220
5	% Grade Level	71.4	75.0	100.0	60.0	100.0	77.0	84.0	83.8	87.7	89.4
	N Tested	7	4	10	5	7	174	189	198	211	217
6	% Grade Level	83.3	85.0	80.0	81.8	60.0	87.0	79.0	80.5	74.6	84.5
	N Tested	12	7	5	11	5	184	170	200	213	207
7	% Grade Level	50.0	90.0	100.0	100.0	91.7	81.3	90.0	79.4	77.6	77.4
	N Tested	4	10	7	3	12	176	185	170	205	221
8	% Grade Level	77.8	50.0	81.8	87.5	100.0	71.7	81.0	90.5	84.2	84.1
	N Tested	9	4	11	8	3	184	171	179	171	195

EOC		CLINTON CITY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	36.4	40.0	100.0	72.7	87.5	56.2	59.1	73.1	77.1	84.1
	N Tested	11	5	4	11	8	174	98	156	188	189
Biology	% Grade Level	28.6	28.6	25.0	25.0	77.8	50.9	54.7	39.1	48.3	67.4
	N Tested	7	7	8	4	9	171	159	184	172	175
ELP	% Grade Level	55.6	50.0	33.3	35.7	75.0	63.2	56.5	59.6	62.3	64.8
	N Tested	9	10	6	14	8	182	209	193	212	179
English I	% Grade Level	37.5	50.0	33.3	53.8	55.6	55.5	60.0	65.6	66.4	71.1
	N Tested	8	10	6	13	9	173	195	186	211	180
US History	% Grade Level	20.0	20.0	28.6	57.1	25.0	41.0	50.0	47.2	49.7	54.4
	N Tested	10	10	7	7	4	178	176	159	183	171
Algebra II	% Grade Level	---	20.0	33.3	66.7	33.3	---	35.2	49.6	62.2	67.6
	N Tested	---	5	6	3	6	---	142	137	127	148
Physics	% Grade Level	---	---	---	---	100.0	---	66.7	100.0	84.6	---
	N Tested	---	---	---	---	2	---	6	12	13	---
Chemistry	% Grade Level	---	40.0	100.0	40.0	100.0	---	50.7	66.7	59.4	88.9
	N Tested	---	5	3	5	2	---	134	87	96	27
Geometry	% Grade Level	---	42.9	25.0	50.0	75.0	---	53.5	51.0	64.1	81.8
	N Tested	---	7	4	4	8	---	144	145	142	110
Phys.Science	% Grade Level	---	44.4	0	---	---	---	56.7	56.6	---	59.9
	N Tested	---	9	4	---	---	---	187	175	---	147

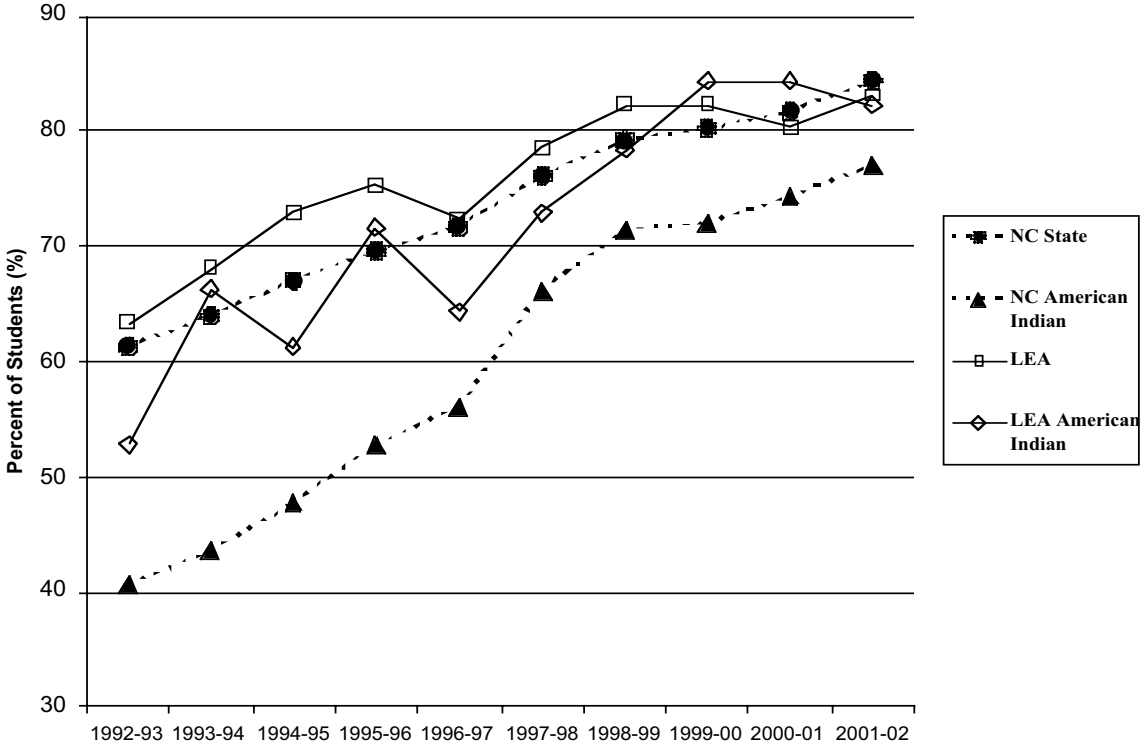
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Clinton City vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Clinton City vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

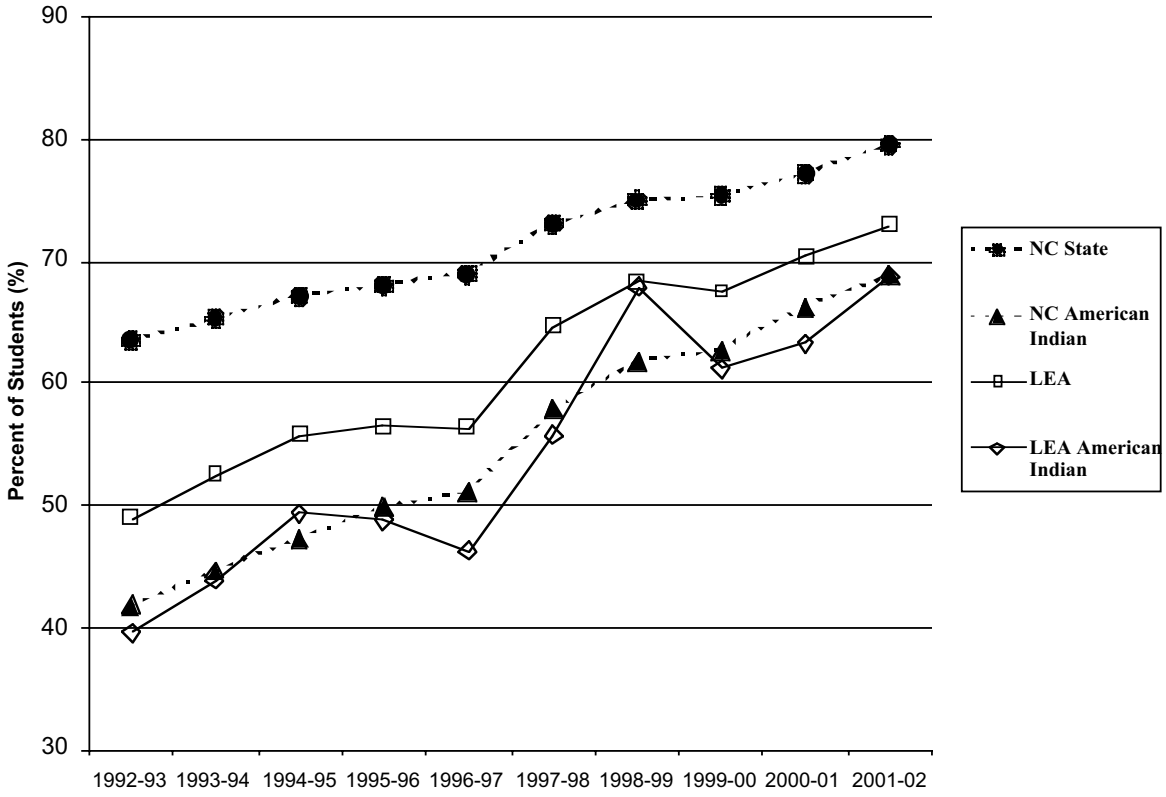
EOG		SCOTLAND COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	51.6	67.0	53.6	60.9	62.3	56.5	66.0	61.6	69.1	69.4
	N Tested	62	58	69	69	77	529	554	583	554	523
4	% Grade Level	53.3	64.0	65.3	57.6	59.4	63.0	57.0	64.2	64.9	68.0
	N Tested	60	54	49	66	64	521	511	514	536	543
5	% Grade Level	62.2	67.0	70.5	75.0	72.6	70.3	66.0	69.3	79.3	78.7
	N Tested	45	64	61	52	62	461	510	512	498	507
6	% Grade Level	60.0	54.0	50.8	49.2	73.5	64.6	68.0	61.4	58.8	67.6
	N Tested	50	44	63	63	49	505	473	508	488	478
7	% Grade Level	65.8	75.0	57.4	67.7	67.2	66.5	76.0	70.7	72.0	72.1
	N Tested	38	49	54	62	64	486	509	488	511	480
8	% Grade Level	40.6	79.0	72.7	73.1	81.0	68.4	75.0	77.7	78.1	82.4
	N Tested	32	43	55	52	58	532	484	498	475	467

EOG		SCOTLAND COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	52.3	62.0	62.3	60.0	57.7	58.0	64.0	64.6	65.9	61.7
	N Tested	62	59	69	70	78	529	559	587	560	528
4	% Grade Level	69.4	71.0	88.0	75.0	76.2	69.4	79.0	80.1	82.8	83.2
	N Tested	60	60	50	64	63	521	519	518	540	548
5	% Grade Level	68.9	73.0	79.7	81.5	85.5	74.9	75.0	79.2	85.3	88.5
	N Tested	45	65	64	54	62	461	513	515	503	513
6	% Grade Level	68.0	70.0	63.5	66.7	91.7	71.9	75.0	74.4	76.5	83.0
	N Tested	50	44	63	63	48	505	476	507	490	476
7	% Grade Level	86.8	83.0	74.1	80.6	82.8	79.2	84.0	83.9	79.3	83.2
	N Tested	38	49	54	62	64	486	510	490	508	481
8	% Grade Level	43.8	90.0	81.5	69.2	74.1	68.6	77.0	81.9	77.9	79.8
	N Tested	32	43	54	52	58	532	483	498	475	466

EOC		SCOTLAND COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	69.2	80.0	87.5	95.0	97.3	58.5	70.8	82.0	88.1	91.3
	N Tested	26	30	40	40	37	417	483	434	471	458
Biology	% Grade Level	45.0	44.7	38.5	47.7	57.1	45.2	53.6	51.1	55.2	56.2
	N Tested	40	38	26	44	42	487	502	364	502	402
ELP	% Grade Level	64.4	71.4	74.1	75.9	65.9	64.2	79.3	66.2	70.6	67.1
	N Tested	45	7	27	29	44	531	193	396	442	419
English I	% Grade Level	46.0	35.3	50.0	62.7	44.4	52.6	55.0	59.9	61.2	61.6
	N Tested	50	34	46	59	45	500	553	499	520	495
US History	% Grade Level	35.7	12.0	53.8	36.8	41.2	35.0	36.3	42.0	55.8	45.8
	N Tested	28	25	26	19	34	417	366	348	371	358
Algebra II	% Grade Level	---	31.6	58.8	78.6	100.0	---	52.7	66.1	75.4	93.1
	N Tested	---	19	17	14	12	---	277	230	236	204
Physics	% Grade Level	---	100.0	---	---	---	---	62.1	56.8	82.4	90.5
	N Tested	---	1	---	---	---	---	58	37	34	42
Chemistry	% Grade Level	---	50.0	75.0	90.0	62.5	---	60.7	74.6	72.4	82.5
	N Tested	---	6	4	10	8	---	140	173	170	120
Geometry	% Grade Level	---	56.3	88.9	76.5	85.7	---	60.9	72.6	73.2	76.4
	N Tested	---	16	18	17	21	---	248	288	269	276
Phys.Science	% Grade Level	---	35.7	60.0	51.5	64.9	---	53.1	48.3	57.3	68.9
	N Tested	---	14	45	33	37	---	271	414	410	357

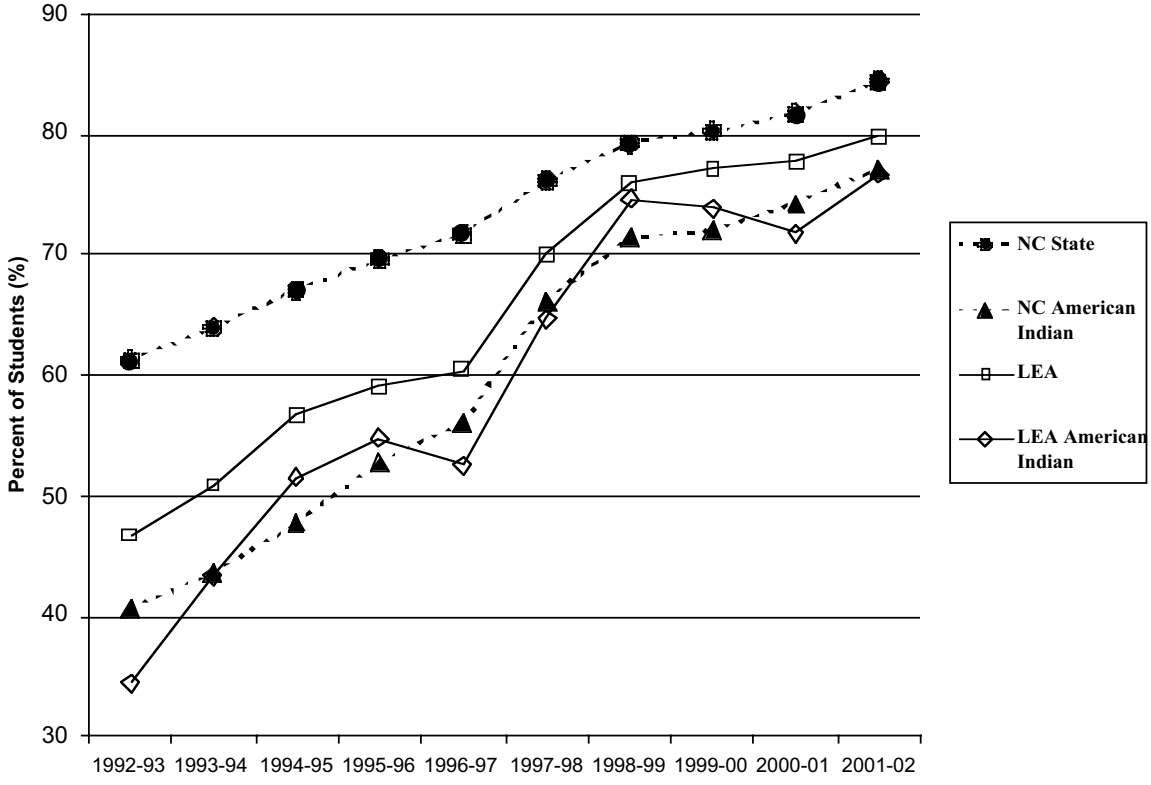
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Scotland County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Scotland County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

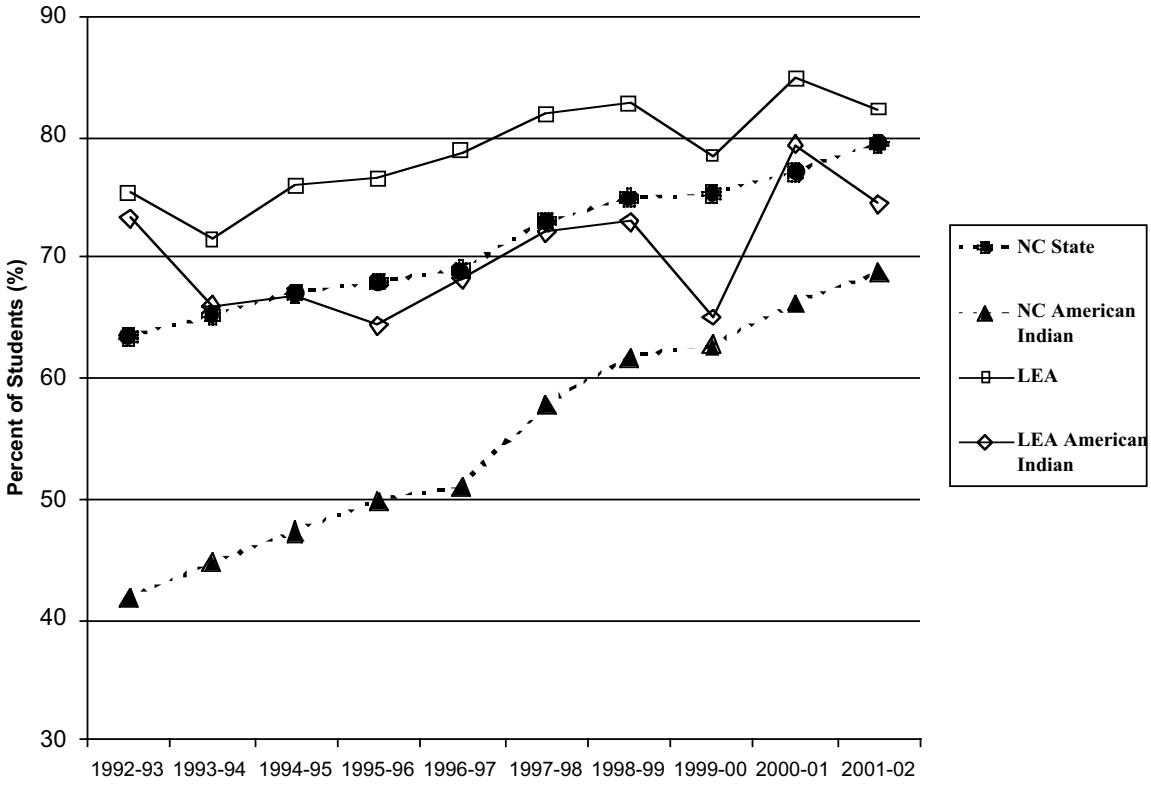
EOG		SWAIN COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	73.9	85.0	50.0	84.8	61.5	78.6	81.0	75.6	87.5	75.7
	N Tested	23	21	20	33	26	117	124	119	136	107
4	% Grade Level	54.3	65.0	68.2	81.3	78.8	75.0	79.0	75.0	84.0	80.9
	N Tested	35	26	22	16	33	132	123	132	119	141
5	% Grade Level	72.7	62.0	73.1	85.0	88.9	80.2	79.0	82.1	90.1	92.0
	N Tested	22	37	26	20	18	11	145	134	131	125
6	% Grade Level	66.7	80.0	54.5	81.5	77.8	84.0	84.0	72.6	79.8	77.5
	N Tested	18	25	33	27	27	119	119	146	129	138
7	% Grade Level	87.0	66.0	73.9	61.8	65.5	87.4	83.0	78.0	78.6	81.2
	N Tested	23	27	23	34	29	111	128	123	140	138
8	% Grade Level	84.6	85.0	72.0	88.0	77.8	86.3	89.0	87.5	90.2	86.0
	N Tested	26	27	25	25	27	139	119	128	122	136

EOG		SWAIN COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	78.3	85.0	60.0	85.3	57.7	88.0	89.0	79.8	84.1	69.4
	N Tested	23	21	20	34	26	117	124	119	138	108
4	% Grade Level	94.3	76.0	90.9	87.5	82.4	94.7	91.0	91.7	91.8	88.8
	N Tested	35	26	22	16	34	132	123	132	122	143
5	% Grade Level	86.4	78.0	92.3	85.0	88.9	89.2	86.0	91.8	88.6	88.1
	N Tested	22	37	26	20	18	111	145	134	132	126
6	% Grade Level	66.7	92.0	72.7	96.3	92.6	89.9	95.0	84.9	89.3	89.1
	N Tested	18	25	33	27	27	118	119	146	131	138
7	% Grade Level	78.3	77.0	82.6	67.6	72.4	82.0	89.0	86.2	77.1	75.7
	N Tested	23	27	23	34	29	111	128	123	140	140
8	% Grade Level	65.4	77.0	76.0	84.0	81.5	79.1	87.0	88.3	84.4	83.1
	N Tested	26	27	25	25	27	139	119	128	122	136

EOC		SWAIN COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	84.6	64.0	59.4	75.0	67.6	61.3	66.1	69.0	82.3	83.8
	N Tested	13	25	32	20	34	97	124	145	96	154
Biology	% Grade Level	84.6	51.6	43.5	56.7	76.2	80.4	74.8	57.5	59.1	79.1
	N Tested	13	31	23	30	21	97	143	106	110	110
ELP	% Grade Level	93.8	86.4	93.8	95.0	88.9	92.0	89.0	93.3	96.0	93.1
	N Tested	16	22	16	20	18	75	73	90	101	102
English I	% Grade Level	48.6	73.3	80.8	66.7	65.5	72.6	73.7	81.7	81.4	73.7
	N Tested	35	30	26	24	29	146	137	120	118	137
US History	% Grade Level	51.9	55.0	42.9	66.7	57.1	62.4	64.8	64.2	73.5	63.9
	N Tested	27	20	28	24	21	101	105	120	117	97
Algebra II	% Grade Level	---	68.8	66.7	61.5	71.4	---	73.7	71.0	75.5	75.5
	N Tested	---	16	9	13	7	---	57	69	53	49
Physics	% Grade Level	---	80.0	---	---	50.0	---	71.4	100.0	100.0	81.8
	N Tested	---	5	---	---	2	---	21	4	9	11
Chemistry	% Grade Level	---	25.0	35.0	66.7	100.0	35.8	54.6	68.1	91.3	66.7
	N Tested	---	12	20	6	2	---	67	97	47	23
Geometry	% Grade Level	---	30.8	58.8	30.8	90.9	---	67.5	66.7	47.0	78.9
	N Tested	---	13	17	13	11	---	83	87	66	57
Phys.Science	% Grade Level	---	70.8	50.0	47.4	41.2	---	76.0	53.8	69.7	73.3
	N Tested	---	24	4	19	17	---	125	13	89	86

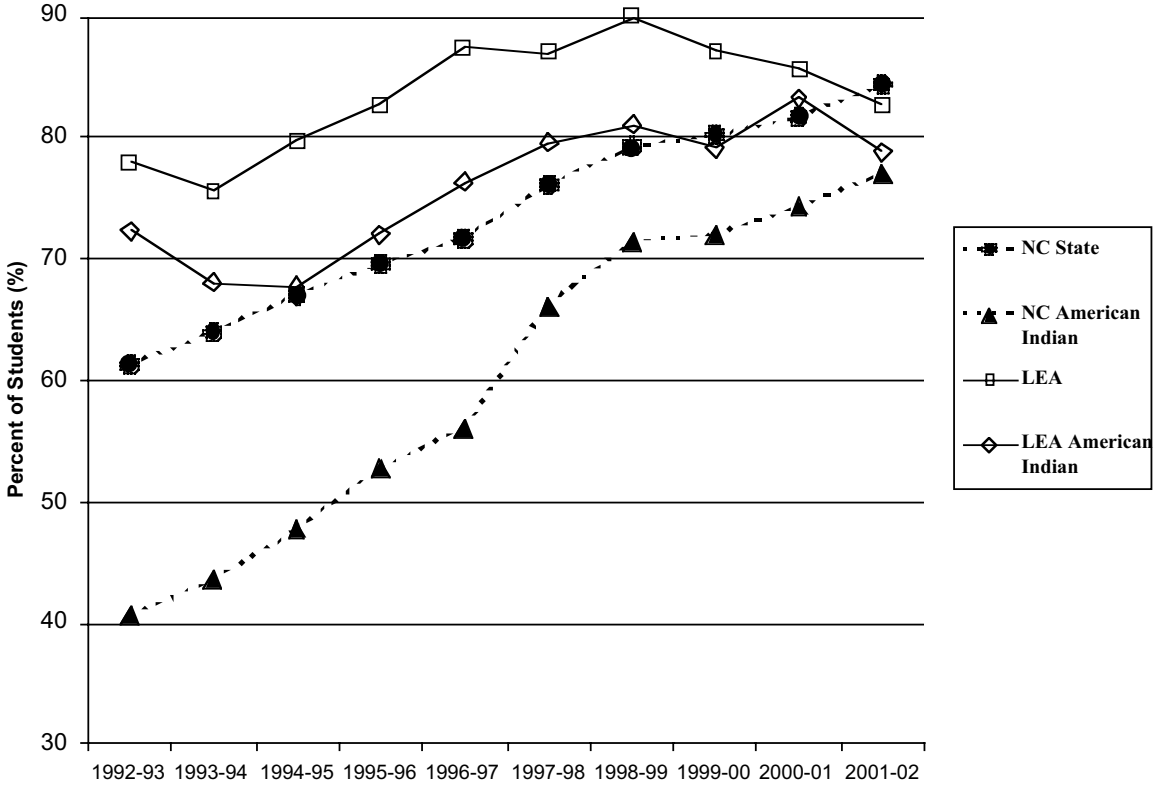
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Swain County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Swain County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

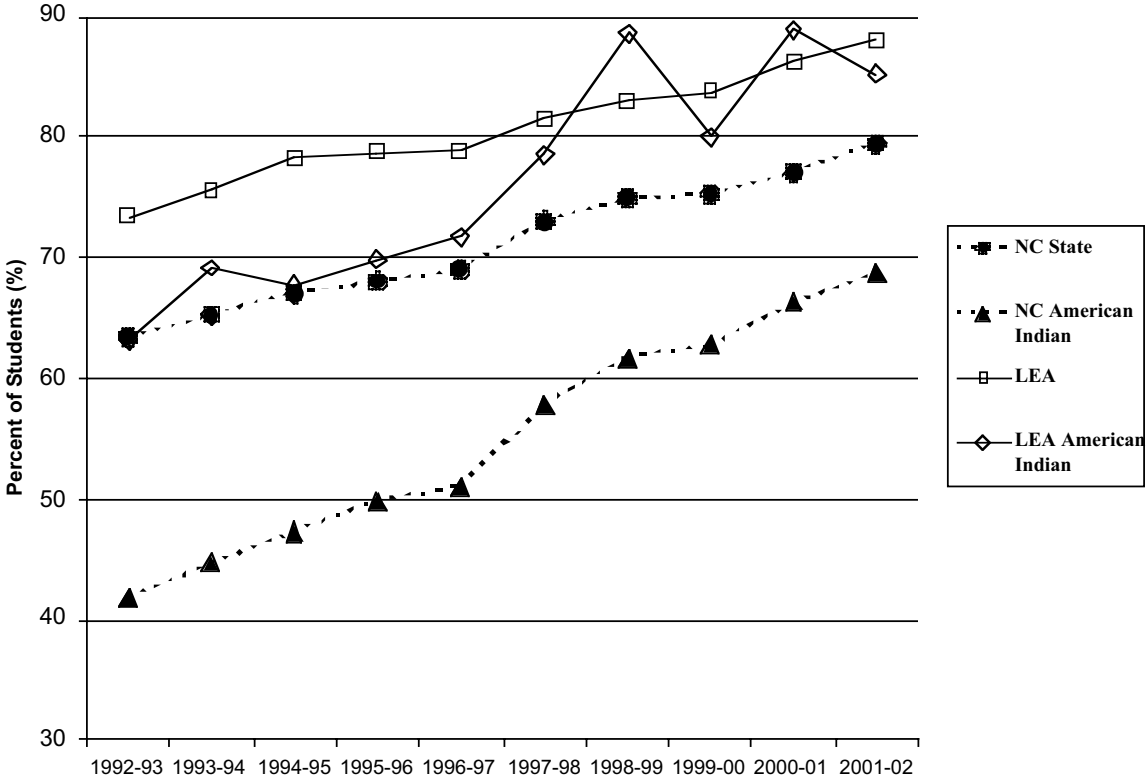
EOG		WAKE COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	88.2	87.0	78.9	85.0	90.9	79.3	80.0	82.8	85.3	87.6
	N Tested	17	24	19	20	22	7448	7610	7918	7780	7881
4	% Grade Level	72.2	85.0	68.0	90.5	77.8	80.3	80.0	81.3	85.9	87.4
	N Tested	18	21	25	21	18	71.8	7406	7725	7680	7700
5	% Grade Level	88.2	88.0	84.6	77.8	86.4	84.3	84.0	87.7	90.8	92.2
	N Tested	17	17	26	27	22	69.87	7244	7674	7572	7759
6	% Grade Level	53.3	84.0	83.3	0	68.0	78.9	80.0	77.9	80.7	82.8
	N Tested	15	19	18	24	25	6776	7034	7646	7645	7948
7	% Grade Level	83.3	88.0	87.5	87.5	95.7	80.5	84.0	84.3	85.1	86.7
	N Tested	12	9	24	16	23	6669	6768	7316	7446	7769
8	% Grade Level	83.3	100.0	80.0	94.7	94.4	86.5	87.0	88.7	90.6	91.4
	N Tested	12	14	15	19	18	6326	6587	6958	7085	7414

EOG		WAKE COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	70.6	87.0	73.7	85.0	86.4	75.3	77.0	79.5	84.0	87.1
	N Tested	17	24	19	20	22	7448	7635	7960	7801	7909
4	% Grade Level	66.7	85.0	84.0	95.5	100.0	84.1	88.0	88.9	92.7	94.7
	N Tested	18	21	25	22	18	7180	7425	7758	7707	7719
5	% Grade Level	83.3	82.0	84.6	89.3	90.9	84.0	87.0	88.7	92.1	93.8
	N Tested	17	17	26	28	22	6987	7273	7709	7611	7792
6	% Grade Level	53.3	80.0	94.4	95.8	96.0	82.7	84.0	85.2	88.1	90.2
	N Tested	15	20	18	24	25	6776	7028	7642	7643	7955
7	% Grade Level	83.3	77.0	75.0	100.0	91.3	83.7	87.0	86.6	87.6	90.3
	N Tested	12	9	24	16	23	6669	6760	7309	7452	7774
8	% Grade Level	75.0	92.0	73.3	84.2	94.4	83.2	83.0	85.6	86.9	88.3
	N Tested	12	14	15	19	18	6326	6600	6966	7081	7408

EOC		WAKE COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	62.5	69.2	81.8	100.0	100.0	77.0	78.4	81.4	88.2	88.2
	N Tested	16	13	11	16	9	6210	6615	6868	7012	7759
Biology	% Grade Level	63.6	72.7	58.3	73.3	82.4	74.3	68.4	70.7	71.0	80.6
	N Tested	22	11	12	15	17	6127	5939	6340	6775	6457
ELP	% Grade Level	76.9	56.5	76.9	68.8	72.2	75.7	73.7	78.3	78.2	79.2
	N Tested	13	23	13	16	18	5994	6984	6784	7383	7448
English I	% Grade Level	73.7	81.8	93.3	71.4	65.0	72.4	74.2	78.7	79.0	81.1
	N Tested	19	11	15	14	20	6248	6446	6946	7261	7392
US History	% Grade Level	33.3	68.8	41.7	46.2	35.7	67.0	66.7	60.1	64.1	62.5
	N Tested	6	16	12	13	14	4872	5119	5526	5906	6151
Algebra II	% Grade Level	---	46.2	70.0	71.4	81.3	---	77.3	75.8	82.7	86.5
	N Tested	---	13	10	7	16	---	4206	4621	4878	4968
Physics	% Grade Level	---	75.0	80.0	0	66.7	---	81.9	79.3	81.9	90.7
	N Tested	---	4	5	1	3	---	1707	1785	1706	1924
Chemistry	% Grade Level	---	84.6	70.0	62.5	66.7	---	77.7	74.6	78.4	83.7
	N Tested	---	13	10	8	6	---	3773	4020	4148	3810
Geometry	% Grade Level	---	56.3	87.5	72.7	75.0	---	74.1	75.0	80.3	80.0
	N Tested	---	16	8	11	16	---	4850	5109	4972	5749
Phys.Science	% Grade Level	---	46.2	100.0	25.0	66.7	---	59.2	62.4	65.5	65.3
	N Tested	---	13	4	4	3	---	3727	3283	2487	2127

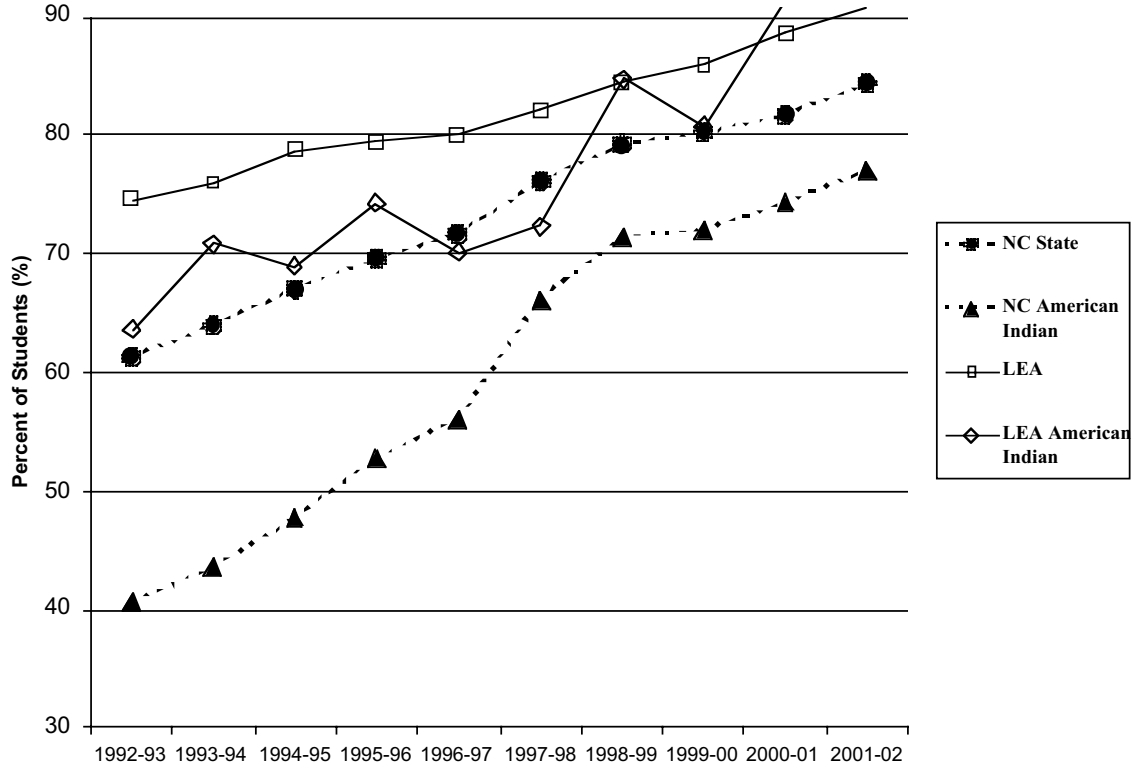
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Wake County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Wake County vs. NC



Public Schools of North Carolina
American Indian Students At or Above Grade Level:
Percent and Number Tested

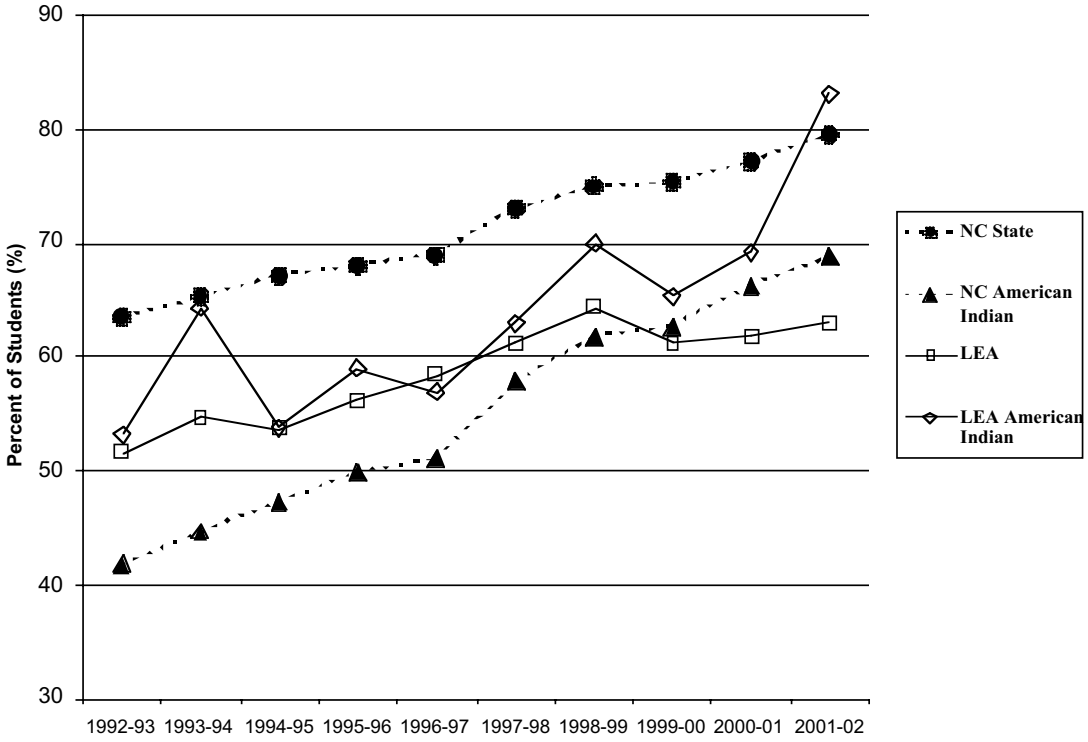
EOG		WARREN COUNTY					Reading				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	61.5	91.0	54.5	60.0	0	59.5	66.0	60.5	59.8	63.2
	N Tested	13	12	11	10	10	262	273	253	249	253
4	% Grade Level	42.9	75.0	70.0	85.7	80.0	61.2	58.0	58.7	60.0	59.8
	N Tested	14	12	10	7	10	273	255	259	240	246
5	% Grade Level	58.3	88.0	71.4	0	85.7	727	68.0	65.9	71.9	77.4
	N Tested	12	9	14	7	7	220	255	252	270	239
6	% Grade Level	48.8	46.0	54.5	66.7	81.8	55.2	62.0	52.5	52.7	52.1
	N Tested	15	13	11	15	11	250	234	259	264	282
7	% Grade Level	66.7	64.0	50.0	66.7	76.9	53.2	58.0	59.5	62.2	56.3
	N Tested	12	14	16	9	13	284	250	257	251	268
8	% Grade Level	100.0	61.0	92.3	58.8	75.0	67.9	70.0	71.2	64.7	72.0
	N Tested	7	13	13	17	8	234	281		258	243

EOG		WARREN COUNTY					Math				
		American Indian					System (All students)				
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
3	% Grade Level	69.2	75.0	81.8	70.0	100.0	53.5	64.0	62.5	55.2	60.2
	N Tested	13	12	11	10	10	262	276	259	250	254
4	% Grade Level	57.1	75.0	80.0	100.0	80.0	71.8	70.0	74.5	72.3	75.8
	N Tested	14	12	10	7	10	273	268	267	242	248
5	% Grade Level	58.3	88.0	78.6	100.0	100.0	75.1	81.0	71.2	78.6	84.2
	N Tested	12	9	14	7	7	220	261	260	271	241
6	% Grade Level	45.8	76.0	72.7	73.3	90.9	57.1	72.0	64.4	68.3	71.4
	N Tested	15	13	11	15	11	250	237	261	265	283
7	% Grade Level	69.2	85.0	68.8	77.8	76.9	57.2	65.0	65.2	66.5	67.2
	N Tested	12	14	16	9	13	284	250	256	251	268
8	% Grade Level	85.7	76.0	100.0	47.1	75.0	59.8	70.0	70.9	63.6	72.5
	N Tested	7	13	13	17	8	234	281	234	258	244

EOC		WARREN COUNTY					High School Subjects				
		American Indian					System (All students)				
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**1998**	**1999**	**2000**	**2001**	**2002**
Algebra I	% Grade Level	57.1	45.5	50.0	84.2	47.4	44.22	38.8	30.6	56.4	66.6
	N Tested	14	11	12	19	19	217	240	245	303	335
Biology	% Grade Level	0	46.2	50.0	58.3	55.6	30.1	35.2	31.9	31.5	43.2
	N Tested	7	13	8	12	9	216	213	204	222	155
ELP	% Grade Level	40.0	46.2	26.7	70.0	42.1	47.1	40.4	33.4	39.2	41.0
	N Tested	10	13	15	20	19	263	280	296	288	293
English I	% Grade Level	30.8	62.5	42.9	86.7	50.0	47.3	49.6	50.0	50.2	50.2
	N Tested	13	8	14	15	18	256	228	282	253	285
US History	% Grade Level	33.3	14.3	33.3	62.5	66.7	33.5	29.1	34.3	33.5	41.1
	N Tested	12	7	9	8	9	197	179	216	179	219
Algebra II	% Grade Level	---	0	50.0	100.0	77.8	---	23.9	35.0	56.2	59.1
	N Tested	---	4	10	4	9	---	92	103	105	127
Physics	% Grade Level	---	33.3	0	66.7	100.0	---	69.8	72.9	63.4	79.1
	N Tested	---	3	1	3	2	---	43	48	71	43
Chemistry	% Grade Level	---	33.3	50.0	100.0	42.9	---	52.4	40.5	69.7	58.8
	N Tested	---	3	4	4	7	---	82	84	66	102
Geometry	% Grade Level	---	58.3	16.7	55.6	42.9	---	56.3	42.3	40.6	54.7
	N Tested	---	12	6	9	7	---	103	137	143	148
Phys.Science	% Grade Level	---	30.0	26.7	46.7	30.0	---	27.6	27.4	32.5	32.6
	N Tested	---	10	15	15	20	---	293	288	305	279

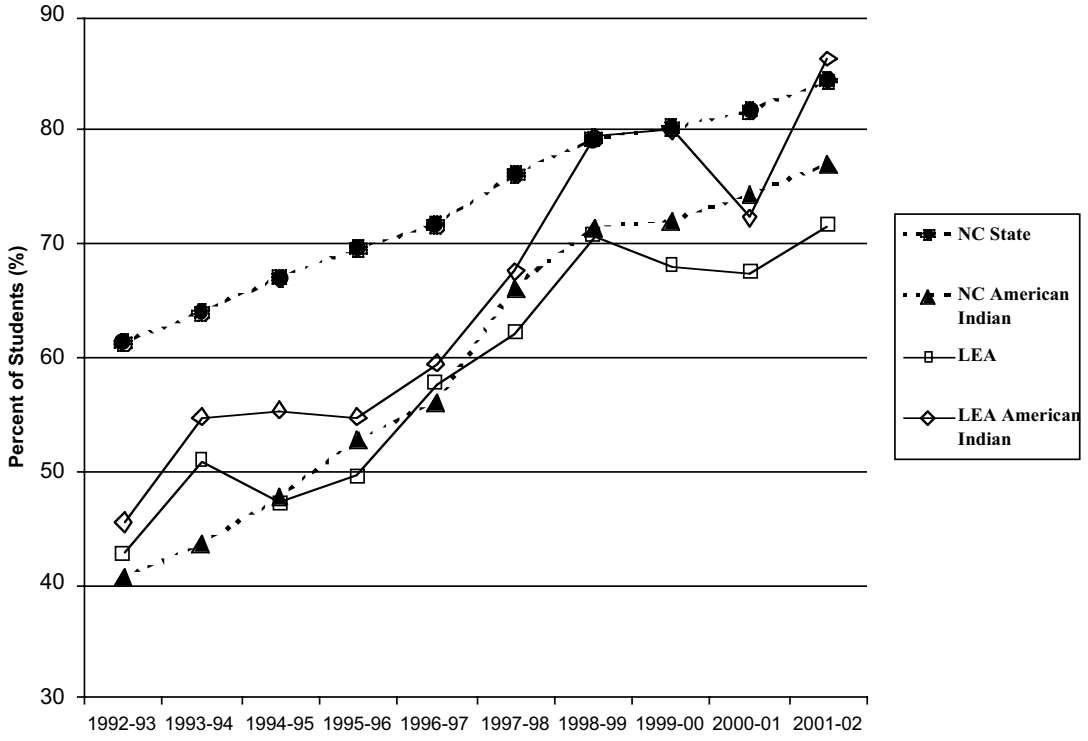
Trend of EOG Reading Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Warren County vs. NC



Trend of EOG Math Performance: 1993 to 2002

Percent of Grade 3 to 8 Students at/above Grade Level by Ethnicity
Warren County vs. NC



Analysis: Other Outcome Measures

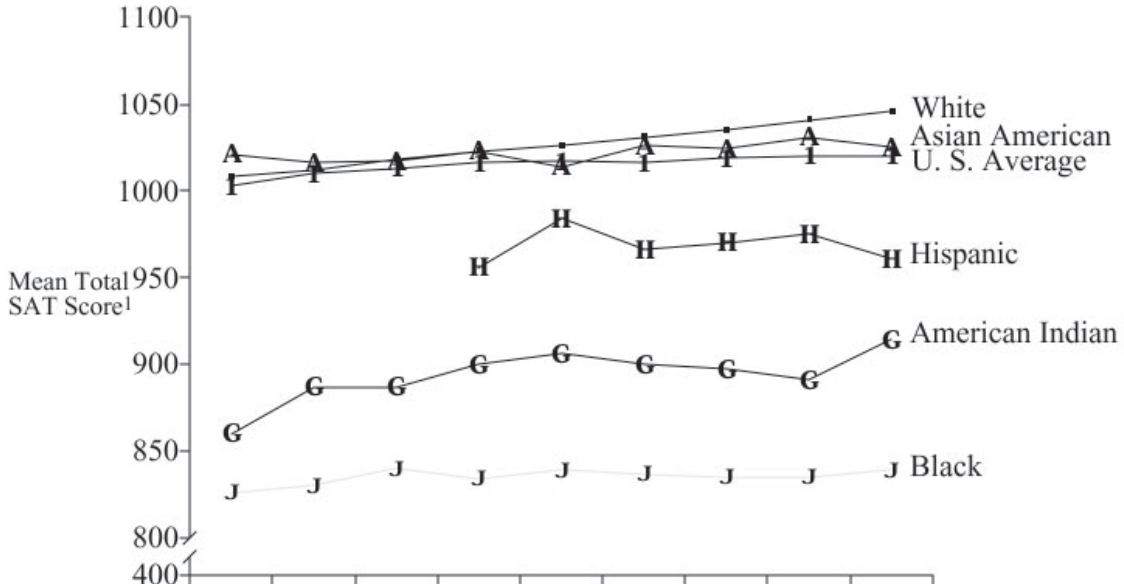
As further evidence of the state's American Indian high school students' performance, information is presented on other outcome measures—which includes advanced placement and SAT test-takers.

- SAT data for 2001-2002 for American Indian high school students reflects an increase of 23 points from the previous year; however, they remain the second lowest-scoring ethnic group in the state. Further, their average score on the SAT is 106 points below the national average (see Graph 4).

- Advanced Placement (AP) test data for 2001-2002 reveals that American Indian students scoring 3 or higher on AP tests continue to rank next to last in both the state and nation (see Table 9).

- The percentage of all AP test-takers who score 3 or higher is 17 more percentage points across the nation and 11.8 more percentage points across the state than the percentage of American Indian students who score 3 or higher (see Table 9).

Mean NC SAT Scores by Ethnicity -- 1994-2002

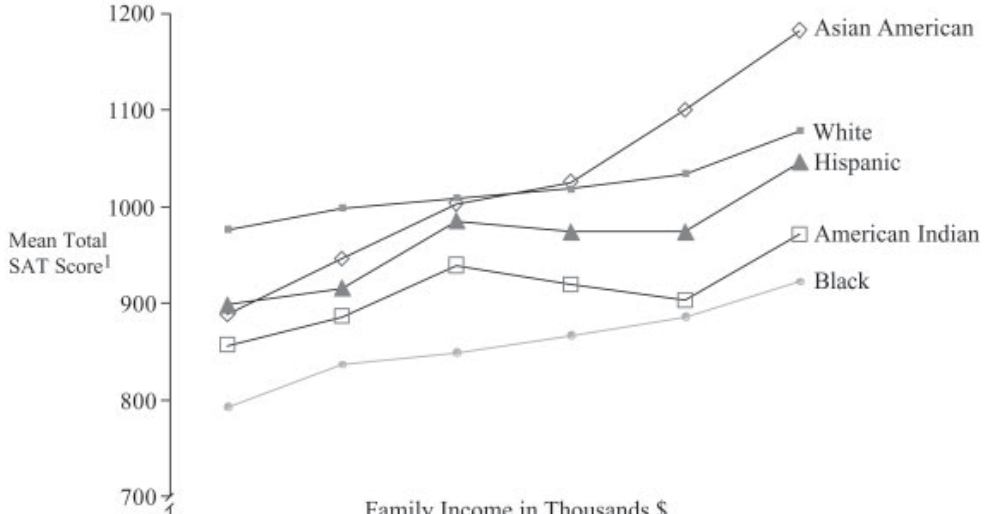


	1994	1995	1996	1997	1998	1999	2000	2001	2002
White	1008	1012	1018	1023	1026	1031	1035	1041	1046
Asian American	1021	1016	1017	1023	1014	1026	1024	1031	1025
United States	1003	1010	1013	1016	1017	1016	1019	1020	1020
Hispanic	†	†	†	956	984	966	970	975	961
American Indian	860	887	887	900	906	900	897	891	914
Blacks	826	830	840	834	839	837	835	835	839

[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

† -- Data not available.

Mean NC SAT Score by Family Income Level - 2002



	under 20	20-35	35-50	50-60	60-70	over 70
Asian American	888	946	1003	1025	1100	1182
White	976	998	1009	1018	1033	1078
Hispanic	898	916	985	974	974	1046
American Indian	856	886	939	919	903	971
Black	792	836	849	866	886	922

[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Percent of AP Test Takers Scoring 3 or Higher by Ethnicity
NC and the Nation -- 1999-2002

	2002			2001			2000			1999		
	US	NC	GAP	US	NC	GAP	US	NC	GAP	US	NC	GAP
American Indian	44.4	45.1	-0.7	42.7	41.8	0.9	49.8	45.7	4.1	48.0	41.9	6.1
Asian	64.0	57.0	7.0	62.2	54.7	7.5	64.0	56.9	7.1	64.1	57.7	6.4
Black	30.6	26.8	3.8	28.6	25.6	3	31.1	26.5	4.6	31.7	27.4	4.3
Hispanic	50.9	56.9	-6.0	50.5	51.3	-0.8	54.0	52.0	2	55.6	57.8	-2.2
White	64.8	60.5	4.3	62.5	56.7	5.8	65.0	58.0	7	64.1	56.2	7.9
All Students	61.4	56.9	4.5	59.5	53.7	5.8	62.1	55.4	6.7	61.9	54.2	7.7

Note:
Gap refers to the United States (US) percentage minus the North Carolina (NC) percentage.
Data reflect public school students only.
SOURCE: North Carolina State Summary Report, The College Board, 1999-2002.

Number and Percentage of AP Test Takers by Ethnicity
NC and the Nation -- 2000-2001

	Number and Percent of Test Takers							
	North Carolina				Nation			
	2002		2001		2002		2001	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	115	0.5	113	0.5	3,368	0.4	3,011	0.4
Asian	1,147	4.8	953	4.5	87,065	11.6	78,667	11.7
Black	2,438	10.1	2,005	9.5	38,862	5.2	34,457	5.1
Hispanic	494	2.1	350	1.7	84,569	11.3	73,498	10.9
White	18,984	78.8	16,942	80.5	494,243	65.8	445,624	66.2
Other	906	3.8	690	3.3	42,955	5.7	38,260	5.7
Total	24,084	100.0	21,053	100.0	751,062	100.0	673,517	100.0

Note:
Data reflect public school students only.
Percent columns may not total 100 due to rounding.
SOURCE: North Carolina State Summary Report, The College Board, 1999-2002.

APPENDICES

Remaining and Becoming

NCLB Key Provisions

For more information, please access: www.ncpublicschools.org

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

02/07/03

Local School Accountability - Student Achievement

No Child Left Behind (NCLB), signed into federal law by President George W. Bush in 2002, is having a tremendous impact on North Carolina's public schools. The legislation represents the largest ever expansion of involvement in K-12 education by the federal government. North Carolina students have demonstrated significant and sustained achievement gains under the ABCs of Public Education. The State Board of Education remains committed to the ABCs to drive the sustained improvement that will be essential in meeting the NCLB goal of having all students proficient or better in reading and mathematics (according to state standards) by 2013-14.

No Child Left Behind demands a continued emphasis on the basics and accelerating the performance of all children while closing the achievement gaps between students of different racial groups, income groups, students with special needs, and limited English proficient students. The improvement of minority achievement and the closing of achievement gaps between minority students and white students are already major priorities in North Carolina. In 2001, the General Assembly mandated that beginning in the 2002-03 school year, the state include a "closing the achievement gap" component in its measurement of educational growth in student performance for each school.

North Carolina's target goals for schools to meet Adequate Yearly Progress (AYP) for the 2002-03 and 2003-04 school years are: Grades 3-8, 68.9 percent of the students will demonstrate grade-level proficiency in reading; 74.6 percent in math. For Grade 10, 52 percent of the students will demonstrate grade-level proficiency in reading; 54.9 percent in math. Incremental target goals will increase to new levels beginning in 2004-05, 2007-08, and 2010-11 until all students (100 percent) become proficient in 2013-14. These target goals were set based on 2001-02 performance.

For a school to make Adequate Yearly Progress, the percent of students passing the statewide tests in reading and mathematics, schoolwide and by each subgroup, must meet or exceed the AYP targets for the year. The school must test at least 95 percent of students in each subgroup. Forty or more students in a category in a school comprise a subgroup. All students' scores are counted in the schoolwide average, whether or not the student is counted in a subgroup.

Another way of determining AYP is if the percentage of students not scoring proficient in a subgroup is reduced by at least 10 percent in a year, and the subgroup makes progress on the other academic indicator. For North Carolina schools, the indicator is likely to be the graduation rate for a school that has a 12th grade and graduates seniors. If a school does not have a 12th grade and/or does not graduate seniors, then the attendance rate will be used as the other indicator.

This approach to calculating AYP is being reviewed by the U.S. Department of Education and will be finalized in Spring 2003.

Individual schools' 2001-02 test results broken into subgroups are available through the Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data for 2000-02 at www.ncpublicschools.org/vol2. These reports will help schools learn more about the performance of NCLB student subgroups: 1) the school as a whole; 2) white; 3) black; 4) Native American; 5) Asian/Pacific Islander; 6) Hispanic; 7) multiracial; 8) limited English proficient; 9) students with disabilities; and 10) economically disadvantaged students.

Assessments

Both the ABCs and NCLB require reading and mathematics assessments for students in grades 3-8. ABCs reading and mathematics assessments meet federal guidelines which require tests to be aligned with state academic standards, allow student achievement to be comparable from year to year, and provide information for parents on how well their child is doing in school and how well the school is performing. In addition, a sample of students in grades 4-8 must take part in the National Assessment of Educational Progress (NAEP) tests in reading and mathematics every other year to verify the state's results on its tests. North Carolina already takes part in NAEP.

NCLB requires that students in high school be tested at least once in reading/language arts and mathematics, so the state is reinstating the North Carolina Comprehensive Tests of Reading and Mathematics for Grade 10.

Science assessments will be required at various grade levels by 2007-08 at the latest. North Carolina will conduct science testing for grades 5 and 8 and is proposing use of the End-of-Course biology test to fulfill the high school requirement.

Federal legislation requires annual testing of the language proficiency of students with limited English proficiency. These students also need to be included in the reading and mathematics testing, and eventually, the science testing. Under the law, states must determine if these tests should be administered in the student's native language. When a student has attended school(s) in the U.S for three consecutive years, these tests must be in English.

Local School Accountability - Quality Staff

Highly qualified teachers

Having a highly qualified teacher in every classroom by June 30, 2006, is one of the key requirements of the new law. NCLB's requirements for highly qualified applies to all teachers in all public schools teaching core academic areas which include: English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K-6).

How NCLB defines highly qualified

NCLB defines highly qualified as teachers who are fully licensed by the state, certified in their subject area with no certification or licensure requirements waived on an emergency, temporary or provisional basis.

Highly qualified teachers under NCLB have demonstrated subject area knowledge by passing the required Praxis II test(s) in each academic subject that they teach or completed one of the five following options for each academic subject taught: 1) an undergraduate major; 2) coursework equivalent to an academic major; 3) a graduate degree; 4) a master's level licensure or above in the appropriate subject area; 5) or National Board Certification in the related subject area. An additional alternative to the Praxis II for existing teachers is to satisfactorily complete a High Objective Uniform Statewide Standard of Evaluation. This evaluation, which measures an individual's subject matter competence, will be available soon.

Core subject area charter school teachers also are required to meet highly qualified criteria. Districts and states are to submit plans and reports each year outlining how they plan to move toward having all core subject area teachers highly qualified by June 30, 2006. The federal regulations do not apply to non-core subject area teachers such as those in most vocational programs or physical education.

More information is available at www.ncpublicschools.org/nclb/teachers and other www.ncpublicschools.org Web sites.

Deadlines

Newly-hired Title I teachers for the 2002-03 school year who teach in a core academic area already must be highly qualified. Not new teachers (those working in their district before the beginning of the 2002-03 school year) have between now and June 30, 2006, to become highly qualified, if they do not already meet that definition. Alternatively licensed teachers must have the same qualifications as outlined above, but have three years to go through the process. Previously, there was a five-year timeline.

Standards for Title I paraprofessionals

NCLB sets standards for instructional Title I paraprofessionals to ensure that they have the skills needed to help in reading, writing, mathematics and/or readiness for schooling instruction. Instructional Title I paraprofessionals (all paraprofessionals in a schoolwide school; designated positions in a targeted assistance school) must have a high school degree, an appropriate associate's degree and/or two years (48 hours of course work) of higher education, and a formal assessment of instructional abilities. North Carolina has approved four formal assessment options, which include various combinations of staff development, community college course work, and passage of written test(s). All instructional paraprofessionals must work under the direct supervision of a highly qualified teacher.

Paraprofessionals who work exclusively with translation and parent involvement activities must have a high school diploma or its equivalent, but are exempt from the other qualifications. Paraprofessionals performing non-instructional duties only are exempt from all requirements under NCLB. The federal law applies to about 57 percent, or 14,900, of North Carolina's 25,900 paraprofessionals (unlike the law's application to teachers, where all core subject area teachers are affected).

Deadlines

Affected paraprofessionals hired on or before Jan. 8, 2002, have until Jan. 8, 2006, to meet the standards. Affected paraprofessionals hired since Jan. 8, 2002 working in instructional Title I positions, must already meet the standards.

Rewards for Success

The State Board of Education has incorporated NCLB into the ABCs incentive bonuses for 2002-03. Certified staff members in schools meeting ABCs Expected Growth standards will receive $600 each. Certified staff in schools meeting ABCs High Growth standards (formerly Exemplary Growth) will receive an additional $600 each. Certified staff members in schools meeting NCLB's Adequate Yearly Progress standards will receive $600 each. Certified staff in schools earning all three distinctions will receive $1,800 each. Teacher assistants will receive $200 for each component for a total potential bonus of $600. This revision awaits legislative approval and funding.

Sanctions for Not Meeting Standards

Title I schools not making Adequate Yearly Progress for two consecutive years are identified for Title I School Improvement. Within 90 days of being identified as a School Improvement school, a two-year improvement plan must be developed. Sanctions increase in number and severity with each year of the designation. Non-Title I schools that do not make AYP two or more years in a row do not face sanctions, but must amend their School Improvement Plan to indicate how they plan to improve. About half of North Carolina's public schools receive Title I funds.

Schools in Title I School Improvement for the first year must provide students with the option of transferring to another public school that is making AYP in the district. In the second year of Title I School Improvement, schools must provide tutoring to eligible students by an outside source and continue to offer the option of transferring.

In the third year of Title I School Improvement, schools must take corrective actions such as replacing school staff, implementing a new curriculum, or changing the school's internal organizational structure while continuing to offer the options of transferring and tutoring services. In the fourth year of Title I School Improvement, schools must plan for restructuring while continuing to implement corrective actions and to offer the options of transferring and tutoring. Schools in the fifth year of Title I School Improvement must implement the restructuring plan while observing the other sanctions.

Resources

For 2002-03, North Carolina received approximately $352 million in NCLB program monies, an increase of more than 24 percent over the same program areas in 2001-02. This figure includes significant increases in Title I funds to support at-risk students, improve teacher quality and professional development, and to provide new dollars for developing and implementing the testing requirements.

Financially supporting schools under sanctions and implementing testing and personnel requirements is costly and will become more so as an increasing number of schools come under sanctions.

Communication to Parents

Parent involvement and communication is another key element of No Child Left Behind. With NCLB, the report card will offer more information than ever before on the status of North Carolina's public schools. A special Web site, www.ncreportcards.org, will offer access to school, district and state report cards.

Title I school parents have extensive rights to notification, information and involvement opportunities. Schools that receive Title I funds must notify all parents in their schools that they have the right to request information on the professional qualifications of their child's teacher(s), including the degrees and certifications held. Parents may request to know if their child is receiving instruction by a paraprofessional, and if so, his/her qualifications. This applies to all instructional staff in the school, not just those paid with Title I funds.

Also, schools receiving Title I funds must notify parents: regarding information on the level of achievement of their child in each of the state academic assessments; if their child has been assigned, or has been taught for at least four consecutive weeks by a teacher who does not meet the highly qualified definition; and of their right to be involved in the planning and implementation of the parent involvement program in their school.

In addition, schools under sanctions are to promptly notify parents of their option to transfer their child to another public school and/or to obtain tutoring.

2001-2002 North Carolina Testing Program

Overview

This document provides a general description of the ABCs of Public Education, the Statewide Student Accountability Standards, and the 2001-2002 North Carolina Testing Program. For additional information, contact the school or visit the NCDPI web site at www.ncpublicschools.org or the NCDPI Division of Accountability Services/Testing Section web site at www.ncpublicschools.org/accountability/testing.

ABCs of Public Education

The ABCs of Public Education, a plan to reorganize public education in North Carolina, is based on the belief that *all* children can learn. The ABCs emphasizes that the mission of the public school community is to challenge, with high expectations, each child to learn, to achieve, and to fulfill his or her potential. To encourage a strong academic emphasis, the statewide testing program emphasizes the basic skills (reading, writing, and mathematics) that all students should master. The ABCs Accountability Program was implemented initially at grades K-8 effective with the 1996-1997 school year. High school accountability was implemented initially during the 1997-1998 school year.

Statewide Student Accountability Standards

In April 1999, the State Board of Education unanimously approved Statewide Student Accountability Standards. These standards provide four Gateway Standards for student performance at grades 3, 5, 8, and 11. Students in the third, fifth, and eighth grades are required to demonstrate grade level performance in reading, writing (fifth and eighth grades only), and mathematics in order to be promoted to the next grade. To graduate, high school students will need a passing score on a new exit exam of essential skills (to be taken in the spring of students' eleventh grade year) in addition to meeting existing local and state graduation requirements. The Statewide Student Accountability Standards are in effect (1) at grade 5 beginning in the 2000-2001 school year, (2) at grades 3, 5, and 8 beginning in the 2001-2002 school year, and (3) at grade 11 beginning in spring 2004 for the graduating class of 2005. The web site www.ncpublicschools.org/student_promotion contains additional information regarding the Statewide Student Accountability Standards. Each school can provide additional information regarding local standards and policies.

Tests Required for Graduation

The Statewide Student Accountability Standards include a Gateway Standard at grade 11 that requires students to pass an "exit exam of essential skills" as one of the conditions for earning a North Carolina high school diploma for students graduating in 2005 and beyond. The North Carolina High School Exit Exam, which is under development, will be administered for the first time to students in the

[1] For the 2001-2002 school year only, the administration and scoring of the English II end-of-course test(s) will be available as a local option using state-provided prompts.

eleventh grade in the spring of 2004. The exit exam will assess (1) Communication, (2) Processing Information, (3) Problem Solving, and (4) Using Numbers and Data. Students who do not meet the standard for passing the exit exam will be given focused remedial instruction and will have additional opportunities to take the exit exam during grade 12. In addition, student accountability standards require students to meet the computer proficiency standard as a graduation requirement for students graduating in 2001 and beyond.

Currently, all students are required to pass a competency standard in reading and mathematics in order to earn a high school diploma. Students are required to demonstrate proficiency in reading and mathematics that is equivalent to eighth grade proficiency on grade 8 North Carolina End-of-Grade Tests.

Under Development: NC [New] Writing Assessment at Grades 4, 7, and 10[2]

Test development and field testing of the analytical scoring model for grades 4, 7, and 10 writing assessment and the associated professional development activities will occur during the 2001-2002 school year. The statewide field test administration of the new grade 10 informational writing prompts will be administered to all students in grade 10 who are following the College/University Preparation, the College/Technical Preparation, and the Career Preparation Courses of Study. The revised writing assessments at grades 4, 7, and 10 will use the analytical scoring model that is under development. The revised writing assessments at grades 4, 7, and 10 will align with the revised (1999) English language arts curriculum effective with the 2002-2003 school year.

2001-2002 North Carolina Testing Program

The information below enumerates all state tests required under the 2001-2002 North Carolina Testing Program. State tests included in the ABCs Accountability Program are noted with an asterisk (*). *The expectation is that results from the North Carolina Computerized Adaptive Testing System (NCCATS) accommodation will be included in the ABCs Accountability Program beginning in the 2001-2002 school year.*[3]

North Carolina Alternate Assessments at Grades 3-8

To the maximum extent possible, students with disabilities are expected to be taught according to the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 require all states to develop alternate assessments for students with disabilities for whom the standard statewide assessment program is not appropriate. The Individualized Education Program (IEP) Team determines whether the student is to participate in (1) statewide test administrations under standard conditions, (2) statewide test administrations with accommodations, or (3) state-developed alternate assessment(s). North Carolina has developed two alternate assessments for students who do not participate in the administration of statewide tests at grades 3-8: the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI).[4] (There are no statewide tests at grades 9-12.)

[2] Pending the outcome of the 2000-2001 NCCATS Pilot, the 2001-2002 NCCATS student performance may be used for Statewide Student Accountability Standards at grades 3, 5, and 8.
[3] Pending the outcome of the 2000-2001 NCAAAI Pilot, the 2001-2002 NCAAAI student performance may be used for Statewide Student Accountability Standards at grades 3, 5, and 8.
[4] North Carolina State Board of Education policy states that a test score at Achievement Level III or above on the end-of-grade reading comprehension and mathematics tests is the standard for grade-level proficiency at grades 3-8.

NC Alternate Assessment Portfolio (NCAAP)*

The NCAAP is only appropriate for students who fulfill all of the following criteria:

(a) The student must have a disability and a current IEP.
(b) The student must have a serious cognitive deficit.
(c) The student is in grades 3-8 according to the student information management system (e.g., SIMS/NCWISE).
(d) The student's program of study focuses on functional/life skills as extensions of the North Carolina *Standard Course of Study*.

The NCAAP, as a portfolio, is a yearlong assessment process that involves a representative and deliberate collection of student work/information that will allow the user(s) to make judgments about what a student knows and is able to do, and the progress that has been made in relation to the goals specified in the student's IEP. The portfolio requires the collection of evidences reflecting student work throughout the school year. The results of student performance reflected in the portfolio are placed on a scale that denotes student progress during the year.

NC Alternate Assessment Academic Inventory (NCAAAI)*

The purpose of the NCAAAI is to assess students with disabilities who:

(a) Have a current Individualized Education Program (IEP) or Section 504 Plan;
(b) The student is in grades 3-8 according to the student information management system (e.g., SIMS/NCWISE).
(c) Are following the North Carolina *Standard Course of Study*; and
(d) Are unable to access statewide testing in the North Carolina Testing Program with or without accommodations and no other state assessment option is viable.

The NCAAAI measures competencies specified in the North Carolina *Standard Course of Study* in the areas of reading (grades K-8), writing (grades 4 and 7 only), and mathematics (grades K-8). The competencies listed in an inventory are aligned to those goals and objectives described in the North Carolina *Standard Course of Study* for (1) content areas and (2) knowledge and skills students should master at a given grade level.

North Carolina Testing Program, Grades 3-8

NC Pretest—Grade 3*

The North Carolina Pretest—Grade 3 is a multiple-choice reading and mathematics test. It is administered to students at the beginning (within the first three weeks of school) of grade 3. The grade 3 pretest measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. This pretest provides pre-scores for students at the beginning of grade 3 for the ABCs Accountability Program. Grade 3 pre-scores are necessary to provide pre-data for the growth analysis for students at the end of grade 3.

The end-of-grade tests are curriculum-based multiple-choice standardized achievement tests that measure the achievement of curricular competencies described in the North Carolina *Standard Course of Study*.[5] The tests and curricular competencies have a strong emphasis on the application of knowledge and skills. End-of-grade tests are administered to all eligible students in grades 3-8 within the final three weeks of school. A computerized adaptive version of these tests is available as an accommodation for some students with disabilities with an IEP and appropriate documentation.

NC End-of-Grade Tests—Reading Comprehension. These tests assess reading by having students read authentic passages and then answer questions directly related to the passages. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of passages and questions. Passages selected for the reading tests are chosen to reflect reading for various purposes: literary experience, gaining information, and performing a task.

NC End-of-Grade Tests—Mathematics. These tests assess students' achievement in the four strands of the mathematics curriculum: (1) Number Sense, Numeration, and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Statistics, Probability, and Discrete Mathematics. The tests contain two parts: calculator inactive and calculator active. Students may use a ruler (grades 3-8) and a protractor (grades 5-8 *only*) during both parts of the test. Students may use a calculator during the calculator active part of the test *only* (grades 3-8).

NC Writing Assessment* (Grades 4 and 7)

The North Carolina Writing Assessment measures written expression (composing) skills, such as main idea, supporting details, organization, coherence, and the application of grammatical conventions. Students in grade 4 write a narrative essay that may be personal or imaginative. Students in grade 7 write an expository (clarification or point-of-view) essay. This assessment, which consists of one writing prompt at each grade, is administered statewide on one test date designated by the NCDPI.

Beginning in the 2001-2002 school year, (1) the writing prompts will be read aloud to all students, and (2) the test administration time will be extended from 65 minutes to 75 minutes.

[5] Students in earlier grades who enroll in courses in which an end-of-course test is administered (e.g., Algebra I) must participate in the end-of-course test and the appropriate end-of-grade tests.

NC Tests of Computer Skills*

Students who entered the eighth grade during or after the 1996-1997 school year (class of 2001) must demonstrate computer skills proficiency as a requirement for graduation. The North Carolina Tests of Computer Skills assess the K-8 component of the computer skills curriculum as defined in the North Carolina *Standard Course of Study*. The assessment consists of a multiple-choice test and a performance test. The tests are administered initially to all students at grade 8. The testing dates are locally established within the NCDPI-designated testing windows.

Computer Proficiency Requirements. The standard for the computer skills tests is a multiple-choice scale score of at least 47 and a performance scale score of at least 49.

Effective with the 2001-2002 school year: (1) a form of the test(s), which aligns to the computer skills curriculum adopted by the State Board of Education in 1992, will be administered to seniors during the fall, spring, and last-month test administrations, and (2) a form of the test(s), which aligns to the computer skills curriculum adopted by the State Board of Education in 1992 and amended in 1998, will be administered to students at grades 8, 9, 10, and 11 during the fall and spring test administrations.

Beginning with the 2002-2003 school year, all students at grades 8-12 who have not met the computer proficiency requirement will be administered computer skills tests based on the amended 1998 computer skills curriculum.

Students tested during grade 8 who do not meet the proficiency standard are to be retested during subsequent years on the test(s) (i.e., performance and/or multiple-choice) that they did not pass. Each student not meeting the standard has additional opportunities to retake the test(s) throughout their high school career (a maximum of one test administration date in the fall, one in the spring, and one in the summer). Seniors who have not met the proficiency standard have an additional opportunity to take the test(s) during the last month of school prior to graduation.

According to State Board of Education policy, some students with disabilities may demonstrate computer skills proficiency through the use of the computer skills portfolio accommodation if documented in the students' IEP [or Section 504 Plan].

Reporting 2001-2002 Student Performance. For the fall 2001 administration, student performance at all grades will be returned to school systems on or before February 15, 2002. For the spring 2002 administration, student performance (1) for seniors (including last month test administrations) will be available prior to the end of the school year, and (2) for grades 8-11 will be available during the summer of 2002.

NC Competency Tests*

The North Carolina Competency Tests are multiple-choice tests that all students must pass in order to receive a North Carolina high school diploma (unless a student with a disability is following the Occupational Course of Study).

Competency Requirements. Students who entered the ninth grade during or after the 1994-1995 school year must meet a more rigorous competency standard (North Carolina Competency Tests of Reading and Mathematics). The standard is equivalent to Level III on the eighth-grade reading and mathematics end-of-grade tests. Students who do not demonstrate performance at Level III or above on the end-of-grade tests at the end of grade 8 must pass the competency tests in order to meet the graduation requirement. These competency tests are equivalent forms of the end-of-grade tests at grade 8. Information regarding the reading test is located in the end-of-grade tests section of this publication.

Competency Mathematics. The competency mathematics test must measure the North Carolina *Standard Course of Study* goals and objectives presented to students during eighth-grade instruction.

Students who entered ninth grade from the 1994-1995 school year to the 2000-2001 school year must meet the competency mathematics requirement based on the 1989 curriculum (old). The old competency mathematics test measures the following seven strands: (1) numeration, (2) geometry, (3) patterns and pre-algebra, (4) measurement, (5) problem solving, (6) data analysis and statistics, and (7) computation. The competency mathematics test contains two parts, a computation section and an applications section. Students may use a ruler, protractor, and calculator for the applications section *only*.

Students who entered ninth grade in the 2001-2002 school year must meet the requirement based on the 1998 curriculum (new). Information regarding the content of the competency mathematics test that measures the 1998 curriculum is located in the end-of-grade tests section of this publication.

NC End-of-Course Tests*

The North Carolina End-of-Course Tests[6] are designed to assess the competencies defined by the North Carolina *Standard Course of Study* for each course. All end-of-course tests are curriculum-based multiple-choice standardized achievement tests. The end-of-course tests are administered within the final ten days for traditional school schedules (five days for block schedules) of the school term when and where the courses are taught. According to State Board of Education policy HSA-C-003, starting with the 2001-2002 school year, school systems shall use results from all multiple-choice end-of-course tests as at least 25 percent (25%) of the student's final grade for each respective course.

[6] Students in earlier grades who enroll in courses in which an end-of-course test is administered (e.g., Algebra I) must participate in the end-of-course test and the appropriate end-of-grade tests.

NC End-of-Course Tests* (continued)

NC Test of Algebra I. This test (revised effective with the 2000-2001 school year) assesses the study of algebraic concepts including (1) operations with real numbers and polynomials, (2) relations and functions, (3) creation and application of linear functions and relations, and (4) introduction to nonlinear functions. The minimum requirement for calculator use is a graphing calculator. The entire Algebra I test is calculator-active.

NC Test of Algebra II. This test (revised effective with the 2000-2001 school year) assesses advanced algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. The minimum requirement for calculator use is the graphing calculator.

NC Test of Biology. This test (revised effective with the 2001-2002 school year) assesses the entire biology curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

NC Test of Chemistry. This test (revised effective with the 2001-2002 school year) assesses the entire chemistry curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. The expectation is that students will have access to at least a scientific calculator during the test administration.

NC Test of Economic, Legal, and Political Systems (ELPS). This test assesses the economic, legal, and political systems curriculum. Goals include understanding the function and importance of the North Carolina and United States Constitution; knowing the features of the economic system of the United States and factors that influence the economy; and understanding why laws are needed and how they are enacted, implemented, and enforced.

NC Test of English I. This test assesses three strands of the English language arts curriculum (reading, viewing, and writing). Tasks include editing/revising for conventions and textual analysis. Editing and revising are presented as peer editing of short student essays. Students are required to edit for sentence formation, usage, mechanics, and spelling. For textual analysis, students read several passages from various genres, including literary, informational, and practical texts. Based on the reading passages, students answer questions which focus on the application of literary terms and techniques.

NC End-of-Course Tests* (continued)

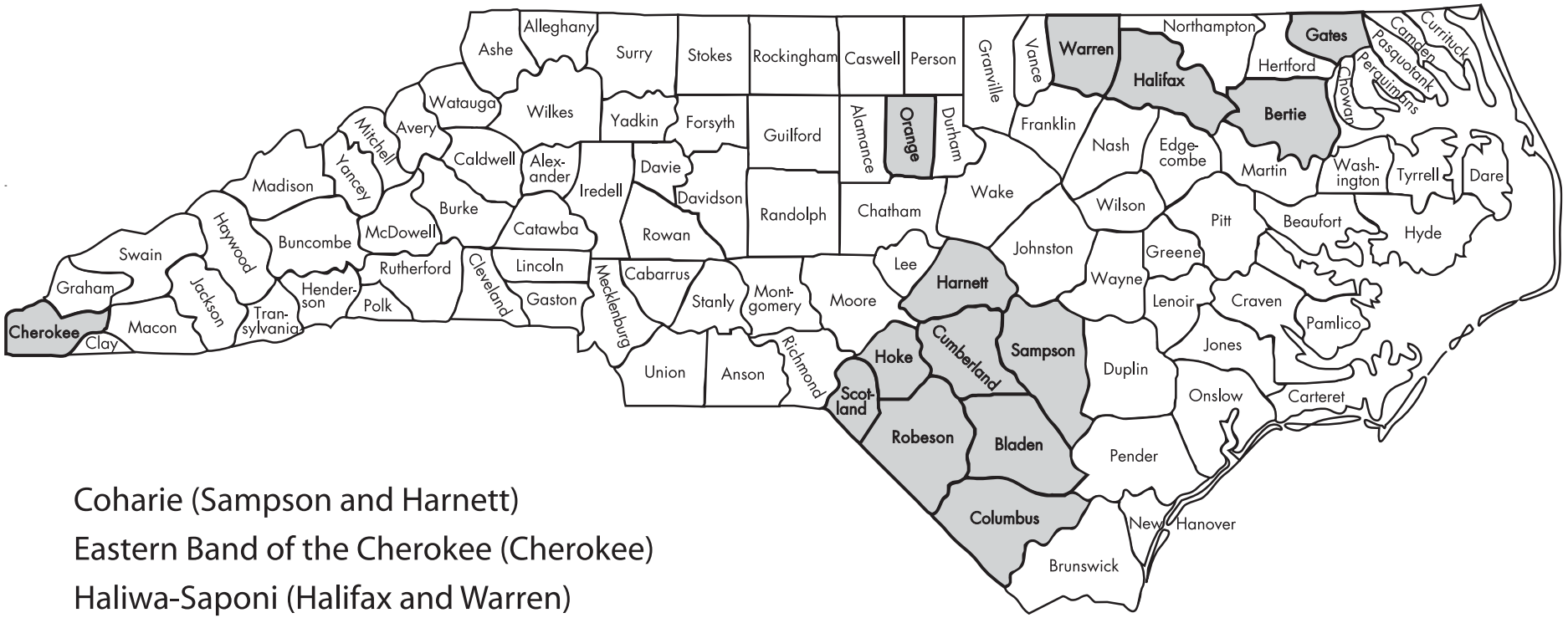
NC Test of Geometry. This test (revised effective with the 2000-2001 school year) assesses geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in the study of geometric figures. The minimum requirement for calculator use is the scientific calculator.

NC Test of U. S. History. This test assesses the U. S. History curriculum. Students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

NC Test of Physical Science. This test (revised effective with the 2001-2002 school year) assesses the entire physical science curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

NC Test of Physics. This test (revised effective with the 2001-2002 school year) assesses the entire physics curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

North Carolina Tribes



Coharie (Sampson and Harnett)
Eastern Band of the Cherokee (Cherokee)
Haliwa-Saponi (Halifax and Warren)
Lumbee (Robeson, Hoke, Scotland, and Cumberland)
Meherrin (Bertie and Gates)
Waccamaw-Siouan (Columbus and Bladen)
Occaneechi (Orange)

Appendix D
Tribal Organizations in North Carolina

The urban areas of Charlotte, Fayetteville, Greensboro and Raleigh have significant Indian populations due to the migration of Indians from rural areas of the state or from other states in the country in search of employment and other opportunities. Urban organizations serve these areas as follows: Metrolina Native American Association (Charlotte). Cumberland County Association for Indian People (Fayetteville), Guilford Native American Association (Greensboro), and Triangle Native American Society (Raleigh).

Coharie Intra-Tribal Council
7531 N. U.S. Hwy 421
Clinton, NC 28328
Elizabeth Maynor, Executive Director
Phone: 910-564-6909
FAX: 910-564-2701

Cumberland County Association for Indian People
200 Indian Drive
Fayetteville, NC 28301
Gladys Hunt, Executive Director
Phone: 910-483-8442
FAX: 910-483-8742
Email: CCAIP@ONP.WDSC.ORG

Eastern Band of Cherokee
P. O. Box 455
Cherokee, NC 28719
Leon Jones, Principal Chief
Phone: 828-497-2771
FAX: 828-497-7007
Email: MISTCABE@NC-CHEROKEE.COM

Guilford Native American Association
P. O. Box 5623
Greensboro, NC 27435
Rick Oxendine, Executive Director
Phone: 336-273-8686
FAX: 336-272-2925

Haliwa-Saponi Tribe, Inc.
P. O. Box 99, 39129 Hwy. 561
Hollister, NC 27844
Mr. Archie Lynch, Executive Director
Phone: 252-586-4017
FAX: 252-586-3918
Email: JOR@COASTALNET.COM

United Tribes of N.C.
c/o Cumberland Co. Association for Indian People
200 Indian Drive
Fayetteville, NC 28301
Gladys Hunt, President
Phone: 910-483-8442
FAX: 910-483-8742

North Carolina Commission of Indian Affairs
217 West Jones Street
Raleigh, NC 27699-1317
Gregory Richardson, Executive Director
Phone: 919-733-5998
FAX: 919-733-1207

Indians of Person County
High Plains Indians, Inc., for
the Indians of Person County
846 Epps-Martin Road, P. O. Box 3265
Roxboro, NC 27573
Dante Desiderio, Executive Director
Phone: 336-599-5020
FAX: 336-598-0530
Email: HPIIPC@PERSON.NET

Tribal Council of the Lumbee Tribe
P. O. Box 2709
Pembroke, NC 28372
Ms. Darlene Jacobs, Tribal Administrator
Phone: 910-521-7861
FAX: 910-521-7790
Email: HARLEY.HUNT@LUMBEETRIBE.COM

Appendix D
Tribal Organizations in North Carolina (continued)

Meherrin Indian Tribe
P. O. Box 508
Winton, NC 27986
Denyce Hall, Executive Director
Phone: 252-398-3321
FAX: 252-396-0334
Email: MEHERRIN@INTELIPORT.COM

Metrolina Native American Association
8001 W. Tryon Street
Charlotte, NC 28262
Letha Strickland, Executive Director
Phone: 704-926-1524
FAX: 704-347-0888
Email: MNAA2000@EXCITE.COM

Occaneechi Band of Saponi Nation
207 E. Center Street
Mebane, NC 27302-0356
Ms. Wanda Whitmore-Penner, Chairperson
Phone: 919-304-3723
FAX: 919-304-3724
Email: OCCANEECHI@VISIONET.ORG

Triangle Native American Society
P. O. Box 26841
Raleigh, NC 27611
La-Tonya Locklear, President
Phone: 919-463-0164

Waccamaw Siouan Development Association
P. O. Box 221
Bolton, NC 28423
Sabrina Jacobs, Executive Director
Phone: 910-655-9551
FAX: 910-655-8779

Appendix E
Title VII Cohort

System	Male	Female	Students Served	Program Administrator/Director	
Columbus	204	203	407	Kenwood Royal	(910) 642-5168
Cumberland	475	416	891	Trudy Locklear	(910) 678-2462
Graham	60	82	142	Marcia Hollifield	(828) 479-3453
Guilford	216	208	424	Jean Conley	(336) 621-4042
Halifax	173	134	307	Tyus Few	(252) 583-5111
Hertford	21	22	43	Janet Jones	(252) 358-1761
Hoke	471	431	902	Billy Jacobs	(910) 875-4835
Jackson	187	184	371	Nancy Sherrill	(828) 586-2311
Person	8	19	27	Leon Hamlin	(336) 599-2191
Richmond	87	81	168	Linda Nicholson	(910) 582-5860
Robeson	5,243	5,006	10,249	Margaret Chavis	(910) 521-1881
Sampson	56	53	109	Pam Westbrook	(910) 592-1401
Clinton City	48	49	97	Linda Brunson	(910) 592-3132
Scotland	411	381	792	Mary Lewis	(910) 277-4459
Swain	196	172	368	Bob Marr	(828) 488-3129
Wake	135	142	277	William Carruthers	(919) 850-8894
Warren	73	68	141	Mamie Jay	(252) 257-3184

Total served in Cohort	15,715
Total Served Indian Male	8,064
Total Served Indian Female	7,651
Indian Membership Statewide	18,872
Indian Membership Male	9,683
Indian Membership Female	9,189

Appendix F
State Advisory Council on Indian Education
2002-2003

Vivian Carter Maynor
Parent Representative/Principal
PO Box 315
Clinton, NC 28329
(910) 592-3066

Samuel Lambert
Educator
PO Box 481
Cherokee, NC 28719
(828) 497-7480

Dr. Tony Stewart
Parent Representative/Superintendent
1200 Halstead Blvd.
Elizabeth City, NC 27906-2247
(252) 335-2981

Daniel Bell
UNC Board of Governors
903 Greenwood Road
Chapel Hill, NC 27514
(919) 962-4645

Angela Lynch
Parent Representative/Educator
3579 Dortches Blvd.
Rocky Mount, NC 27804
(252) 443-6775

Dr. Louise C. Maynor, Chair
UNC Board of Governors
1626 University Drive
Durham, NC 27707
(919) 530-6221

Deborah Mountain
Parent Representative
P. O. Box 568
Grandy, NC 27939
(252) 453-6870

Theresa Blanks
Parent Representative/Educator
5263 Poscosin Road
Lake Waccamaw, NC 28450
(910) 646-4598

Velina Ebert
Parent Representative/Educator
9435 Durango Drive
Kernersville, NC 27284
(336) 993-9028

Rita Locklear
Parent Representative/Educator
957 Lonnie Farm Road
Pembroke, NC 28372
(910) 671-6000

Terrie Qadura
Parent Representative
4117 Brewster Drive
Raleigh, NC 27606
(919) 733-4671

Earlene J. Stacks
NC Commission of Indian Affairs
910 Lansdoune Road
Charlotte, NC 28270
(704) 364-2828

Rep. Ronnie Sutton
NC House of Representatives
PO Box 787
Pembroke, NC 28372
(919) 715-0875

NC Senate Appointee
Vacant

Staff to the Council:

Priscilla J. Maynor
Senior Assistant to the State Superintendent
Office of the State Superintendent

Zoe W. Locklear, Ph.D.
Associate State Superintendent
Leadership Development & Special Services

Dwight Pearson, Ph.D., Chief Consultant
Closing the Achievement Gap Section
Division of School Improvement

Angela Foss, Ed.D.
Office of the State Superintendent

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